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ABSTRACT

This guide is designed to encourage educators as well as parents and community members to view physical education as an integral component of the school's educational program. It can be used for curriculum building and as an example of what represents current best practices in physical education. Model learner outcomes cover eight areas of study: (1) perceptual motor development; (2) developmental movement skills; (3) rhythm and dance; (4) health-related physical fitness and wellness; (5) group activities, team sports, and recreational activities; (6) individual/dual sports and recreational activities; (7) outdoor education; and (8) aquatics. There are a total of 83 model learner outcomes that cover all areas of study within the physical education curriculum. Each outcome represents a development or concept emphasis with the following focuses: psychomotor; cognitive; affective; multicultural; gender fair; and international/global. Each model learner outcome can have a measurable assessment item design to demonstrate the learner's attainment. (JD)

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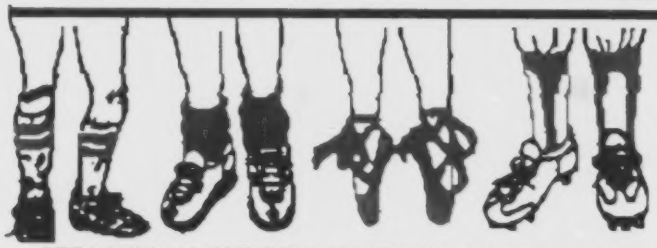
Model Learner Outcomes for Physical Education



"TEACHING LEARNERS TO THINK ON THEIR FEET"

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1989

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PREFACE

Citizens have learned an important lesson recently. It is that conscious choices in matters like diet, weight and exercise influence how well people feel and function. They are coming to perceive good health as more than the absence of illness but the presence of healthy daily living. They now jog, bike and walk. They reduce "risk behaviors" by seeking out healthier diets, stress-relieving techniques, trimmer bodies and optimal blood pressure.

Support and concern for health, wellness, and positive vigorous lifestyles represent a mounting national-trend, and have been a focus of two recent major national reports. **Healthy People: The Surgeon General's Report on Health Promotion and Disease Prevention**, stresses how significantly the nation's health would improve if people only chose healthier habits and lifestyles. **Promoting Health/Preventing Disease: Objectives for the Nation**, defines two-hundred and twenty-seven specific goals to significantly improve the nation's health no later than the year 2000.

Perhaps the most remarkable aspect of current efforts is emphasis on how healthy behavior prevents disease. Voluntary lifestyle changes are likely to have a greater impact on people's well-being than any new developments in science, technology or treatments of specific illnesses. A unique feature of the mounting emphasis on health is not only knowledge, skill and attitude but on what people do with this knowledge to change behavior. Health promotion means enabling people to assume personal responsibility for achieving health potential.

As an integral part of a student's total education, physical education and its allied area, health education, contribute tremendously to promotion of healthy lifestyles. Each emphasizes knowledge, skill, attitude, behavior and practices that promote active, enriched and healthy daily living.

The accumulation of facts and beliefs about promotion and prevention through health-related physical fitness and wellness comes at a time when people are receptive.

The Model Learner Outcome document is designed to be a catalyst for change in physical education. It is designed to encourage local school boards, administrations, curriculum specialists, teachers, parents and community members to view physical education as an integral component of the school's educational program.

The writers hope that this document provides continued and additional impetus for quality physical education programs, early childhood through grade twelve, as an essential ingredient in healthy daily living.

The focus of this document is different from that of previous editions in several important ways:

1. Greater emphasis is placed on health-related physical fitness and wellness.

2. Emphasis is placed on developmental, age-appropriate activities rather than grade-level activities.

3. Learner progress is now measured in terms of behavioral changes.

4. Multicultural, gender fair, international/global perspectives are emphasized.

5. Physical education learnings are collaborated with those of other disciplines.

6. Consumerism is stressed to the end that students may make informed choices with respect to health-related services and products marketed.

7. The curriculum is developed around learner needs rather than content.

8. The curriculum is organized around specific outcomes and not activity centered. Activities become the means through which the student can develop competence.

The **mission, philosophy, goals and model learner outcomes** in this document are consistent with current research, knowledge and practice. The scope and sequence is appropriate to developmental stages of learners being progressive in nature and consistent with the best current research on how learners learn. Assessment is emphasized to focus on the progress and success of learners, and includes programmatic critiques to ensure reaching learner outcomes.

Those using this document can be assured that the model learner outcomes described are attainable. The recommendations are practical and based on experiences of successful physical educators from throughout Minnesota.

The **Model Learner Outcomes for Physical Education** can be used as a guid curriculum building and as an example of what represents current best practices in physical education. It is intended to assist local districts in developing the most updated and current curriculum possible for their learners in physical education.

Chapter 1

Minnesota State Board of Education

Values

Philosophy

Mission

Goals

CHAPTER 1

Minnesota State Board of Education

Values, Philosophy, Mission and Goals

School districts nationwide, and certainly in Minnesota, are constantly striving to improve the learning experiences they provide students. The last two or three decades have seen heightened interest in improving all parts of the education process, including appropriate involvement of students, parents and the community at large.

The documents that constitute the Minnesota Department of Education's **Coordinated Model for Educational Improvement** incorporate many of the concerns expressed and issues addressed by the public, Legislature, and in reports on the state of public education. One of these documents, titled **Goal and Outcome Specification Process**, suggests a set of procedures for appropriate involvement of the public. These procedures include public participation on the development of statements of values, philosophy, mission and learner goals. These sets of statements are a hierarchy of increasingly specific concepts ranging from values, the most general, to learner goals, the most specific, that give form and direction to public education. Given this hierarchy, staff skilled in subject matter and the profession of teaching can develop very specific learner outcomes for each subject area.

The following sets of statements were adopted by either the Minnesota State Board of Education or the Minnesota State Legislature for two purposes. First, they provide a model for use by communities and school staff as they strive to improve the learning experiences they provide for residents. Second, they are the hierarchy used by Department staff and teams of educators as they develop model learner outcomes for each subject area. Only the **Mission Statement for Public Education** adopted by the Legislature gives explicit direction to public schools. All other parts of this document are models, suggestions for the consideration of residents and professionals in each district.

EDUCATION SYSTEM VALUES

We believe the following values are preeminent for the education system. These attributes are to be reflected in all educational programs and operations.

ACCOUNTABILITY - A condition in every school whereby each is able to justify its use of public resources by effectively fulfilling its mission of learning.

EFFECTIVENESS - A condition in every school whereby each accomplishes its mission at a performance level defined by learners, parents, citizens of the community and state, and their representatives.

EFFICIENCY - A condition in every school whereby each accomplishes the highest possible level of excellence with available resources.

EXCELLENCE - A condition in every school whereby the highest possible standards for performance are expected of all students and staff.

FLEXIBILITY - A condition in every school which results in meeting the needs of learners through sensitive and creative responses to changing circumstances.

HUMAN EQUITY - A condition in every school which offers equal opportunity and appropriate individualized support to each staff member in employment and professional growth and to each learner in the educational process. Also, a condition which, fully, fairly, and accurately portrays various cultures, races and genders in the instructional program.

RESPONSIBILITY - A condition in which the school recognizes that the parent has primary responsibility to assure the child is educated, and in which a partnership exists between the school, community, parent, and the learner to identify the learning goals and needs of the child or adult learner and provide appropriate learning opportunities through which those goals can be met.

RESPONSIVENESS - A condition in every school whereby diversity of personal and group needs and aspirations are expected, accepted, encouraged, and routinely addressed.

SYSTEM EQUITY - A condition in the education system whereby each school is provided with the resources necessary to assist all learners in achieving excellence.

WHOLENESS - A condition in every school whereby each gives necessary and appropriate consideration to the potential career needs, spiritual, social, emotional, and physical growth of each learner and staff member as it designs and implements educational programs.

VISIONARY - A condition in the education system whereby emerging trends which will affect the knowledge and skills required to be a successful adult are examined and the knowledge gained is used to produce appropriate changes in the system's course content, procedures, and goals for learners.

LEARNER VALUES

We believe helping students develop the following values is a primary purpose of education.

ACCOUNTABILITY - A quality in individuals whereby each knows, understands and accepts the impact and consequences of personal actions and decisions.

CITIZENSHIP - A quality in individuals whereby each has an understanding, appreciation, and support of the institutions of American government and society and a willingness and ability to participate in the democratic process and in socially beneficial service activities.

COMPASSION - A quality in individuals whereby each is sensitive to the conditions affecting the lives of others and each has the commitment to assist others when appropriate and possible.

COMPETENCE - A quality in individuals whereby each attains maximum levels of knowledge, skill and affect commensurate with his or her potential.

COOPERATIVENESS - A quality in individuals whereby each interacts with others in a manner that mutually benefits all participants in the interaction.

CREATIVITY/FLEXIBILITY - A quality in individuals whereby each acts or expresses self in new, improved, or unique ways.

ETHICS - A quality in individuals whereby each displays consistent personal and professional integrity and an acceptance of the responsibility to act for the benefit of all learners.

HONESTY - A quality in individuals whereby each is fair and straightforward in the conduct of human interaction.

LEARNING - A condition in individuals whereby each continually strives throughout life to learn more and to increase personal levels of fulfillment and competence in human endeavors.

PROBLEM SOLVING - A condition in individuals whereby each has the ability to identify, frame, and propose new, improved, or unique solutions to existing and emerging problems.

RESPONSIBILITY - A quality in individuals whereby each strives to fulfill the obligations of economic self-sufficiency and active commitment to the common good of society.

SELF-ACCEPTANCE - A quality in individuals whereby each has a positive self-image, through assertion of rights, holding personal, physical and emotional well being as an ideal, accepting personal talents with humility, and personal limitations with the resolve to improve where possible and accept where necessary.

SPIRITUALITY - A quality in individuals whereby each recognizes and accepts the importance of nurturing one's inner spirit, that creative force that transcends the human and the material.

THINKING - A condition in individuals whereby each continually strives to improve personal skills for mental manipulation of sensory perceptions to form knowledge, thoughts, reason, and judgments.

THE MINNESOTA STATE BOARD OF EDUCATION
PHILOSOPHY OF EDUCATION

WE BELIEVE . . .

. . . Every person can learn.

. . . Learning is a lifelong process.

. . . Every person must understand and accept self before he or she can become a contributing member of society.

. . . Each person has gifts which the education program must seek, identify, and help to maximize.

. . . Advancement of the human race requires individuals who are honest, responsible, compassionate, cooperative, creative, and competent.

. . . The state and local communities have a shared responsibility to assist each person in learning.

. . . Each community has a shared responsibility with parents for meeting the needs of each child.

. . . The community and its school system must continually look to and strive to meet the future education needs of society.

. . . The education system must assist each person to become functional in an increasingly global and interdependent world.

. . . The education system must lead people to value and accept a wide diversity in human behaviors, sophistication, and values.

. . . The education system must maintain high standards for responsiveness, human equity and system equity in the provision of educational opportunities.

. . . Decisions regarding planning, implementing, and maintaining learning opportunities must be vested as close to the individual learner as efficient use of public resources allow.

. . . School systems must implement programs that stress the intellectual development of each learner in concert with the spiritual, social, emotional, and physical development of the learner.

. . . School systems must model and nurture creativity in learners.

. . . School systems must maintain opportunities for all learners to develop competence in personally selected areas of human development.

. . . Professional educators have a responsibility to remain current with evolving knowledge about human growth and development, learning theory, and knowledge of subject matter.

. . . Professional educators and elected or appointed education policymakers have a responsibility to account to the public for the excellence of their efforts.

. . . Professional educators and elected or appointed education policymakers have a responsibility to use public resources prudently and efficiently.

. . . Staff employed in schools must model the behaviors they are assisting learners to develop.

MISSION FOR PUBLIC EDUCATION

As adopted by the Minnesota Legislative Commission on Public Education and enacted into law, Chapter 240, Laws of 1985

The purpose of public education is to help individuals acquire knowledge, skills, and positive attitudes toward self and others that will enable them to solve problems, think creatively, continue learning, and develop maximum potential for leading productive, fulfilling lives in a complex and changing society.

MISSION OF THE MINNESOTA STATE BOARD OF EDUCATION

The Minnesota State Board of Education will provide the vision, advocacy and leadership to improve significantly the quality of education throughout the state.

MISSION OF THE MINNESOTA DEPARTMENT OF EDUCATION

The Minnesota Department of Education provides leadership, service, and regulation to maintain and improve an equitable, uniform and quality system of public education for all learners.

The Department provides leadership as an advocate for education by defining quality education and by seeking the resources necessary to meet the needs of all learners.

The Department provides service through informational and technical assistance that will improve the productivity and performance of students and staff, and provide opportunities for the development of the potential of all learners.

The Department regulates education by maintaining, interpreting, and enforcing Minnesota State Board of Education rules, and state and federal laws.

MINNESOTA STATE BOARD OF EDUCATION

LEARNER GOALS

The following learner goals are a general statement of the purpose for education, they describe the type of person who would graduate from a Minnesota school and are a model for local goal adoption.

A. To effectively participate in learning activities, each learner will master:

1. Reading literacy to gather information and data, gain perspective and understanding, and as a leisure activity;
2. Writing to explain, describe, and express a point of view and feelings;
3. Listening to gather information and data and gain perspective and understanding;
4. Speaking to explain, describe, express a point of view and feelings, and to discuss an issue;
5. Numerical literacy to apply arithmetic functions to life situations;
6. The use of a variety of tools, including electronic technology, to enhance learning;
7. Viewing and observing to gather information and data, gain perspective and understanding;
8. Self-expression through visual and performing arts.

B. To provide a foundation for meaning in life, each learner will accumulate and apply knowledge and develop the understanding:

1. To participate in lifelong learning;
2. To live successfully within local, state, national, and world political and social structures;
3. To examine personal beliefs and values and their relationship to behavior;

4. To make ethical and moral decisions;

5. To be a responsible citizen of the community, nation, and the world;

6. To practice stewardship of the land, natural resources, and environment;

7. To know the impact of human life on nature and the impact of natural phenomena on human life;

8. To express self through artistic creation;

9. To know career options and the general education requirements for each;

10. To know world and national economic conditions to make informed decisions on consumer products, occupations, career needs and use of resources;

11. To select or prepare for a series of occupations which will personally satisfy and suit one's skills and interests;

12. To manage personal affairs;

13. To communicate and relate effectively in a language and about a culture other than one's own;

14. To know the importance of geographic location in the functioning of contemporary society.

C. To think, decide, resolve issues, and meet needs creatively, each learner will be able to:

1. Compare, differentiate, and relate information and facts, and apply knowledge:

2. Combine various facts, situations, and theories to formulate hypotheses or develop solutions;

3. Critique and make judgments about materials, conditions, theories and solutions;

4. Generate and value creative alternatives;

5. Create musical, visual, and verbal images, and movement as a means of self-expression.

D. To value, understand, and accept human interdependence, each learner will be able to:

1. Seek interactions and feel comfortable with persons who are different in race, religion, social level, or personal attributes;

2. Understand the interrelationships among complex organizations and agencies in modern society;

3. Understand society's responsibility for dependent persons of all ages in a manner consistent with the growth and development needs of those persons;

4. Understand how the citizens of the United States are geographically and socially connected to people and places in other parts of the world.

E. To value, understand, and accept the diversity of humankind, each learner will be able to:

1. Base actions and decisions on the knowledge that individuals differ in many ways;

2. Base actions and decisions on the knowledge that values and behaviors differ from one social group to another;

3. Base actions and decisions on the understanding that lifestyles and behaviors reflect the value system of the society in which they were learned;

4. Judge other's actions with an understanding of the personal and social context of that action;

5. Understand people of other cultures through their visual and verbal arts, music, and creative movement;

6. Accept that there is more than one way of being human;

7. Base actions and decisions on the understanding that as individuals move from one society to another, they can learn lifestyles and can learn to behave appropriately in different societal contexts;

8. Act on the belief that human behavior is influenced by many factors and is best understood in terms of the context in which it occurred.

F. To address human problems through group effort, each learner will develop the knowledge, skills, and affect essential to:

1. Act in accordance with a basic ethical framework incorporating the values which contribute to successful community life such as honesty, fairness, compassion, and integrity;

2. Understand the importance of working in groups to achieve mutual goals;

3. Be able and willing to provide leadership in resolving personal and societal issues.

G. Each learner will be able to effectively resolve conflicts with and among others by:

1. Assuming responsibility to form productive and satisfying relationships with others based on respect, trust, cooperation, consideration and caring for other persons;

2. Acting on the belief that each individual has value as a human being and should be respected as a worthwhile person;

3. Resolving conflict in the manner most beneficial to society.

H. Each learner will be able to act on contemporary events and issues with a perspective of their historical origin by:

1. Understanding the origin, interrelationship, and effect of beliefs, values, and behavior patterns on world cultures;

2. Understanding one's own culture and historical heritage through the political, literary, aesthetic, and scientific traditions of the past;

3. Being familiar with the ideas that have inspired and influenced humankind;

4. Understanding the manner in which heritages and traditions of the past influence the direction and values of society.

I. Each learner will develop a positive attitude toward self demonstrated through:

1. A feeling of positive self-worth, security and self-assurance;

2. A willingness to live with one's strengths and weaknesses;

3. A knowledge of one's own body and a positive attitude toward one's own physical appearance;

4. Understanding that efforts to develop a better self contribute to the development of a better society;

5. Understanding that self-concept is acquired by interaction with other people;

6. Appropriate control or release of emotions.

J. To set and achieve personal goals, each learner will develop the ability to:

1. Select appropriate personal learning goals;

2. Make decisions about one's life;

3. Plan, organize, and act to realize one's goals;

4. Accept responsibility for personal decisions and actions;

5. Work now for goals to be realized in the future;

6. Select viable alternatives for action in changing circumstances.

K. To cope with change, the learner will have the ability to:

1. Initiate appropriate change while respecting existing structures and concepts;

2. Tolerate ambiguity;

3. Understand that coping with change is a lifelong process;

4. Understand and accept the changing nature of work and the potential need to change careers several times;

5. Use career information and counseling services to make informed and satisfying vocational choices.

L. To lead a healthy, fulfilling life, each learner will:

1. Assume responsibility for one's own physical and mental health and safety by establishing a daily regime of positive behaviors which will maintain mental and physical health, and motor fitness;

2. Make informed decisions about health products and services;

3. Make a lifestyle which promotes healthful family living;

4. Understand public health measures and their effect on the individual, family, community, and the environment;

5. Be able to enjoy play-skill activities which include understanding, cooperation, accepting rules, controlling emotions, following group process, and acquiring self-satisfaction.

M. To lead a productive life and actively contribute to the economic well being of our society, each learner will develop the work readiness skills of:

1. Applying the basic skills of communications, computation, and scientific principles to real-life situations in a technological society;

2. Defining and interpreting the nature of the work force in terms of one's own challenges and opportunities;

3. Leadership and citizenship skills necessary to succeed as an active agent in a changing work force;

4. Understanding employment opportunities, job seeking and keeping skills, and specific work skills as they relate to transition from school to economic productivity;

5. Developing pride in good work and expecting quality in products and services;

6. Adopting a positive attitude toward work, including an acceptance of the necessity of making a living and an appreciation of the social value and dignity of work.

Chapter 2

Physical Education

Introduction and Goals

CHAPTER 2

Introduction

The Virtues of Mind-Body Harmony

This introductory chapter is based on the findings from current research which give direction, set the tone and establish priorities for physical education.

Four thousand years of sage advice dating from ancient Greece, the cradle for Western civilization, have extolled the virtues of mind-body harmony. Physical education, wholistically conceived, is perhaps the principal torch bearer of that legacy in public education today. Approximately four hundred years before Christ, Plato said "We are not to fashion one (i.e., the mind) without the other (i.e., the body), but make them draw together like two horses harnessed to a coach." Two centuries ago, Rosseau said, "In order to think, we must exercise our limbs, our senses, and our organs which are instruments of our intelligence; and in order to derive all advantages possible from these instruments, it is necessary that the body which furnishes them should be robust and sound." In 1987, Beverly Byron, among many congressional leaders cosponsoring legislation promoting daily physical education for all students K-12 (H. Con. Res. 97), said "For the sake of our nation's health, I think we need to insure that our children today understand the importance of health and fitness." One hundred thirteen of United States House members and eighty-five of Byron's Senate colleagues concurred and supported passage of this resolution.

Physical education, to be successful, must be more than a grade achieved or a graduation requirement met. Physical education, taught as a process, provides knowledge essential to making long-term positive lifestyle choices, then fosters skill development in the psychomotor domain that translates knowledge into action.

Physical education is not only education of, but education through, the physical. It is an essential component of the curriculum that equips students with knowledge and skills to pursue wellness lifestyles. Physical education, perhaps uniquely in the curriculum, weaves both the "why" and "how" into wellness education.

Minnesota is among only 17 states which require physical education as an integral part of the curriculum. Even among those states, only one-third of all students take physical education daily, and many get as little as one hour per week **(Time, January 26, 1987)**. Forty percent of boys and 70 percent of girls ages 6-17 can do no more than a single pull-up, while one-third of boys and 50 percent of girls cannot run a mile in less than ten minutes **(President's Council of Physical Fitness, 1988)**. Softening of American youth over the past two decades is

evidenced by increased obesity from 18-27 percent in children ages 6 to 11 and 10-22 percent in children ages 12 to 17. Further, recent data indicates that as many as ten percent of children 5-8 have elevated blood pressure and/or cholesterol and do not exercise at all (**Time, January 26, 1987**). Eminent cardiologist Dr. Kenneth Cooper, founder of the Dallas Fitness Center and Institute for Aerobic Research, warns that "What happens to our kids now will reap adverse effects 10 to 55 years from now. I'm afraid that as these kids grow up, we will see gains made in the last 20 years wiped out in the next 20 years." Dr. Cooper cites physical education highly prioritized as a solution stating, "(fitness) benefits show up in a short time."

Physical education truly is education for the future. It helps ensure a citizenry equipped with wellness knowledge and skills to promote total well-being. Wellness is the vehicle, perhaps the ultimate vehicle, for achieving nearly all other forms of human potential. The philosopher Juvenal offered this guiding principle "mens sana in corpore sana (a sound mind in a sound body)."

Beyond providing learners with the "whys" and "hows" of lifelong positive, physically active lifestyles, physical education is committed to specific non-physical outcomes. These outcomes, though no less significant, are not universally recognized or understood. Sound physical education is fun. It demonstrates that learning can be fun. Good motor skills are building blocks for good self-esteem. Physical education is a place where learning the values of team work, sportsmanship, respect for rules and respect for others is not left to chance. Such outcomes are addressed specifically in physical education as integral parts of the physical education mission. These outcomes are a calculated result of sound education **through** the physical.

These non-physical outcomes, unfortunately, are not easily objectively measurable. Though formal research measuring such outcomes is lacking, we are not deterred from emphasizing them for at least two reasons:

1. A preponderance of teacher experience recognized that such outcomes do indeed occur.

2. Not emphasizing such outcomes only because formal research is lacking, disserves the student.

Formal research does indicate convincingly that physical education does have significant impact on health knowledge (sources can be found in Seefeldt, p. 480). Studies by Kuntzelman (**Seefeldt**, p. 460, AAPHERD, 1986) and Guilliam's (**Seefeldt**, p. 400, AAPHERD, 1986) have demonstrated physical education's positive impact on activity levels both in and out of school. Both Kuntzelman's and Guilliam's studies included significant health/fitness knowledge dissemination as part of their experiment. Such studies demonstrated that physical education which includes "the why's" has significant, positive impact on fitness levels and subsequent positive, active lifestyle.

Since the early 1980's, physical education has been squeezed by pushes for academic reform. The rush to redefine and restructure curriculum to reflect new priorities has been generated in large measure by a series of national reports (i.e., Carnegie Commission, **Nation at Risk**) decrying the state of American education. Schools are being called upon to challenge students to work harder and learn more. Either by design or simple neglect, time historically allocated to physical education often is now allocated to the likes of science, mathematics, reading and computer literacy. Certainly, children's physical education in many instances has been compromised. But, has the strategy succeeded?

Results of at least one experiment provides basis for questioning the validity, indeed the wisdom, of robbing Peter (i.e., physical education) to pay Paul (i.e., back to the basics core curriculum). Sheppard and co-workers (**Seefeldt**, p. 458, AAPHERD, 1986) gave one group physical education as regularly prescribed in the school curriculum (forty minutes, one day per week throughout the academic year). The remaining group took physical education five days per week, forty minutes per day throughout the school year. Extra time allotted to physical education during this study was taken from time formerly devoted to classroom subjects, including foreign language, mathematics and natural science. Students from the classes of 39 teachers were represented. Results in both the cognitive and affective domains favored the physical education enrichment group. Teachers reported that the enrichment group, when compared to the regular group, had been better assisted in comprehending theoretical information. Further, they believed that the enrichment group emerged superior in terms of positive behavior and character development. Vogel (**Seefeldt**, p. 460, AAPHERD, 1986) interprets these results as follows:

> . . . Physical education programs may contribute at least indirectly to student performance on academic measures. More importantly, it appears that significantly larger portions of time could be allocated to physical education with no disadvantage to academic performance.

Physical education, including both education of and through the physical, strives to ensure that the whole child is nurtured. *Celeste Ulrich (AAHPERD, 1976) has said "We move so that we can learn even as we learn to move." It strives uniquely to better the physical dimension in the mind-body equation. To strive for less, to ensure less, would be analogous to putting a five hundred dollar camera on a shaky tripod and expecting good pictures. It has been said that the only people who truly value good health are those who have lost it. Though this borders on cynicism, it serves as a crucial reminder that this most precious of gifts, the foundation supporting all worthy pursuits, must never be lost by default.

*Celeste Ulrich, To Seek and Find
(AAHPERD, Washington D.C.), 1976, p. 160.
*Time, January 26, 1987, p.
*Time, January 26, 1987, p.
*Vern Seefeldt, Physical Activity and Well-Being
(AAPHERD, Reston, Virginia), 1986, p. 400, p. 458, p. 460, p. 480

Chapter 3

Physical Education

Model Learner Outcomes

CHAPTER 3

Physical Education

Model Learner Outcomes

Model Learner Outcomes are to be learned by students as a result of participation in a program that progresses from early childhood through grade twelve. The learning must be sequential and provide both scope and depth necessary for the discipline.

Prior to using the following Model Learner Outcomes, a few general comments will be of assistance.

Model Learner Outcomes are divided into ***eight areas of study.*** They are:

- Perceptual Motor Development
- Developmental Movement Skills
- Rhythm and Dance
- Health-Related Physical Fitness and Wellness
- Group Activities, Team Sports, and Recreational Activities
- Individual/Dual Sports and Recreational Activities
- Outdoor Education
- Aquatics

There are a total of eighty-three (83) model learner outcomes that cover all areas of study within the physical education curriculum. Each outcome represents a development or concept emphasis.

Of the eighty-three model learner outcomes, thirty-two (32) essential learner outcomes have been identified and are underlined in this chapter.

NOTE: When one reads some of the model learner outcomes and compares them to other areas of study, they may be numbered differently. (i.e., Model Learner Outcome Number 11 under **PERCEPTUAL MOTOR DEVELOPMENT;** Experience Fun and Enjoyment, is Number 13 under **RHYTHM AND DANCE**). The reason for this is each Area of Study has a different total number of Model Learner Outcomes.

- Perceptual Motor Development (28 model learner outcomes)
- Developmental Movement Skills (23 model learner outcomes)
- Rhythm and Dance (33 model learner outcomes)

- Health-Related Physical Fitness and Wellness (30 model learner outcomes)
- Group Activities, Team Sports, and Recreational Activities (26 model learner outcomes)
- Individual/Dual Sports and Recreational Activities (26 model learner outcomes)
- Outdoor Education (26 model learner outcomes)
- Aquatics (30 model learner outcomes)

Each Model Learner Outcome is ***cross-referenced to State Board of Education Goals*** found in Chapter 1, pages 3-16 by an identifying letter (i.e., A, E, G, L).

Each Model Learner Outcome is ***cross-referenced to Physical Education Program Goals*** found in Chapter 4, pages 53-68 by a Roman Numeral (i.e., I, III, V, X).

Each Essential Learner Outcome is **underlined** and found on pages 29-44 of this chapter.

Essential learner outcomes are a limited sample of the Physical Education Model Learner Outcomes and are underlined in this chapter. The Essential Learner Outcomes are central to developing the knowledge, skills, and attitude, values and feelings of the subject content.

Each essential learner outcome is thought to be of lifelong importance to the learner and, according to PER legislation, must be incorporated into each district's listing of physical education learner outcomes.

The recommendations from the writing committee and others associated with the physical education curriculum effort were presented to the State Curriculum Advisory Committee who, in turn, recommended them to the State Board of Education for adoption.

Each model learner outcome is written with consideration for its development or concept emphasis with the following focuses:

Psychomotor
Physical and neuromuscular skill development

Cognitive
Knowing (define, describe, recall, reproduce, name)
Applying (practice, demonstrate, translate, solve)
Integrating (analyze, question, examine, create, assess)

Affective
Understanding and knowing emotion, feeling, attitude

Multiculture

The knowledge, acceptance, respect and appreciation for the language patterns, history, culture, values and contributions to society made by all people regardless of race, color, age, national origin, religion or handicaps.

Gender Fair

The knowledge, acceptance, respect and appreciation for contributions to society made by all people regardless of gender.

International/Global

The knowledge, skills and attitudes needed to contribute effectively in an interdependent world characterized by diversity and to view the world and its people with understanding and concern.

Each model learner outcome can have a measurable assessment item designed to demonstrate the learner's attainment. These measurable assessment items may be multidimensional and secured through a variety of instruments and methods.

Model learner outcomes are appropriate for all students. It is in the delivery of instruction and services that alterations are made for developmental/adapted physical education or modified programs.

School districts are encouraged to use the model learner outcomes to assist in preparing their comprehensive physical education curriculum.

MODEL LEARNER OUTCOMES FOR PHYSICAL EDUCATION

SBE LEARNER GOALS	LEARNER OUTCOMES	DEVELOPMENT AND CONCEPT EMPHASIS	TEST ITEM BANK
	I. PERCEPTUAL MOTOR DEVELOPMENT		
	Students will be able to:		
I, L	1. Identify body parts through the medium of movement and demonstrate how many ways each can move.	Psychomotor/ Knowing/Applying	
I, L	2. Exhibit total body awareness and be cognizant of the multiple movement potential of each body part.	Psychomotor/ Knowing/Applying	
I, L	3. Perform a variety of motor tasks based on understanding of body planes, laterality, directionality and right-left orientation.	Psychomotor/ Knowing/Applying/ Integrating	
A, J, L	4. Visual and tactile discrimination among various shapes, textures and weights.	Knowing/Applying	
I, L	5. Organize and use various body parts and spatial concepts.	Psychomotor	
I, L	6. Move with smoothly integrated body actions in a spontaneous manner.	Psychomotor	
A, I, L	7. Process and respond to auditory, visual, tactile and kinesthetic stimuli when performing motor tasks.	Psychomotor	
I, J, L	8. Move safely and efficiently through space, being aware of self, others and environment.	Psychomotor/ Knowing/Applying/ Integrating	
B, C, I, L	9. Enjoy using the body to express feelings, emotions and creativity.	Psychomotor/ Affective	
I, L	10. Perform increasingly complex motor tasks.	Psychomotor/ Affective	
L	11. Experience fun and enjoyment.	Affective	
J	12. Appreciate the value of practice and recognize the role practice plays in assuring enjoyable participation.	Affective	
D, E, G, H, I, L	13. Appreciate the unique way in which the human body moves and value similarities and differences in each individual's movement patterns.	Affective/ Multicultural/ Gender Fair	

SBE LEARNER GOALS	LEARNER OUTCOMES	DEVELOPMENT AND CONCEPT EMPHASIS	TEST ITEM BANK
I	14. Take pride in the quality of his/her movement.	Affective	
I	15. Achieve skill levels that contribute to self-esteem.	Affective	
B	16. Value challenge associated with motor skill development.	Affective	
B, I	17. Value the sense of well-being associated with achieving positive levels of health-related physical fitness and wellness.	Affective	
B, D, E, F, G	18. Model equitable and ethical behavior toward self and others.	Affective	
G	19. Accept and respect achievement levels of self and others.	Affective	
D, G, I	20. Feel confident with his/her motor skill levels when in the presence of others.	Affective	
C, E	21. Appreciate the aesthetics of skilled performance.	Affective	
D, E, G	22. Through movement, recognize and respect individual similarities and differences of race, religion, gender, origin, age or handicapped condition.	Multicultural	
D, E, G	23. Through movement, understand and appreciate the influence, heritage and traditions cultures contribute toward enriching one's own life experiences.	Multicultural	
D, E, F, G	24. Recognize and appreciate gender similarities and differences by demonstrating fairness, equality and respect.	Gender Fair	
D, E, H	25. Appreciate and understand movement's role in promoting understanding among global nations, races and cultures.	International/ Global	
D, E, H	26. Appreciate the contribution world nations, race, and cultures have made to movement.	International/ Global	
G	27. Know and apply safety procedures related to self and others.	Knowing/Applying/ Integrating	
L	28. Practice care and maintenance of equipment and facilities.	Knowing/Applying/ Integrating.	

SBE LEARNER GOALS	LEARNER OUTCOMES	DEVELOPMENT AND CONCEPT EMPHASIS	TEST ITEM BANK
	II. DEVELOPMENTAL MOVEMENT SKILLS: -OBJECT MANIPULATION -LOCOMOTOR and NON-LOCOMOTOR		
	Students will be able to:		
L	1. Recognize, select and manipulate objects in space with appropriate body parts and/or equipment.	Psychomotor/ Knowing/Applying/ Integrating	
A, C, L	2. Propel, track and control manipulative objects with increasingly mature skill levels.	Psychomotor/ Knowing/Applying/ Integrating	
A, C, L	3. Modify, and/or combine movements to discover effective ways to manipulate objects.	Psychomotor/ Integrating	
L	4. Perform and identify locomotor and non-locomotor skills.	Psychomotor/ Knowing/Applying	
L	5. Develop locomotor and non-locomotor skills to an increasingly mature level	Psychomotor/ Applying/Integrating	
A, C, L	6. Perform a series of locomotor and non-locomotor skills in creative routines.	Psychomotor/ Integrating	
L	7. Experience fun and enjoyment.	Affective	
J	8. Appreciate the value of practice and recognize the role practice plays in assuring enjoyable participation.	Affective	
I	9. Take pride in the quality of his/her movement.	Affective	
I	10. Achieve skill levels that contribute to self-esteem.	Affective	
B	11. Value challenge associated with motor skill development.	Affective	
B, I	12. Value the sense of well-being associated with achieving positive levels of health-related physical fitness and wellness.	Affective	
B, D, E, F, G	13. Model equitable and ethical behavior toward self and others.	Affective	
G	14. Accept and respect achievement levels of self and others.	Affective	
D, G, I	15. Feel confident with his/her motor skill levels when in the presence of others.	Affective	

SBE LEARNER GOALS	LEARNER OUTCOMES	DEVELOPMENT AND CONCEPT EMPHASIS	TEST ITEM BANK
C, E	16. Appreciate the aesthetics of skilled performance.	Affective	
D, E, G	17. Through movement, recognize and respect individual similarities and differences of race, religion, gender, origin, age or handicapped condition.	Multicultural	
D, E, G	18. Through movement, understand and appreciate the influence, heritage and tradition cultures contribute toward enriching one's own life experiences.	Multicultural	
D, E, F, G	19. Recognize and appreciate gender similarities and differences by demonstrating fairness, equality and respect.	Gender Fair	
D, E, H	20. Appreciate and understand movement's role in promoting understanding among global nations, races and cultures.	International/ Global	
D, E, H	21. Appreciate the contribution world nations, race, and cultures have made to movement.	International/ Global	
G	22. Know and apply safety procedures related to self and others.	Knowing/Applying/ Integrating	
L	23. Practice care and maintenance of equipment and facilities.	Knowing/Applying/ Integrating	
	III. RHYTHM AND DANCE		
	Students will be able to:		
A, B, C, L	1. Explore movement through rhythm and dance.	Psychomotor	
A, B, C, L	2. Perform various rhythmic patterns.	Psychomotor	
A, B, C, E, L	3. Perform a variety of multicultural dance patterns.	Psychomotor/ Knowing/Applying	
A, B, C, I	4. Know, appreciate and value how the body, mind and spirit work together in dance.	Knowing/Applying/ Integrating	
D, E	5. Understand and describe ethnic or cultural origins of dance.	Knowing/Applying/ Integrating	
A, B, C, L	6. Choreograph and perform movement sequences using basic elements of rhythm and dance.	Psychomotor/ Knowing/Applying/ Integrating	

SBE LEARNER GOALS	LEARNER OUTCOMES	DEVELOPMENT AND CONCEPT EMPHASIS	TEST ITEM BANK
B, C, L	7. Use rhythm and dance in development of problem-solving skills.	Psychomotor/ Applying/Integrating	
B, C, L	8. Appreciate participation in dance as a medium for nonverbal expression.	Applying/Integrating/ Affective	
A, B, C, I	9. Use manipulative objects creatively in response to rhythm patterns.	Psychomotor/ Integrating	
L	10. Understand contributions of dance activities to promotion of health-related physical fitness and wellness.	Knowing/Applying Integrating	
A, B, C, L	11. Through participation and observation experience and appreciate dance as an expressive art form.	Psychomotor/ Applying/Integrating/ Affective	
D, E, G	12. Understand vocabulary and multicultural history of dance.	Applying/Integrating/ Multicultural	
L	13. Experience fun and enjoyment.	Affective	
J	14. Appreciate the value of practice and recognize the role practice plays in assuring enjoyable participation.	Affective	
I	15. Take pride in the quality of his/her movement.	Affective	
I	16. Achieve skill levels that contribute to self-esteem.	Affective	
B	17 Value challenge associated with motor skill development.	Affective	
B, I	18. Value the sense of well-being associated with achieving positive levels of health-related physical fitness and wellness.	Affective	
B, D, E, F, G	19. Model equitable and ethical behavior toward self and others.	Affective	
G	20. Accept and respect achievement levels of self and others.	Affective	
D, G, I	21. Feel confident with his/her motor skill levels when in the presence of others.	Affective	
C, E	22. Appreciate the aesthetics of skilled performance.	Affective	
D, E, G	23. Through movement, recognize and respect individual similarities and differences of race, religion, gender, origin, age or handicapped condition.	Multicultural	

SBE LEARNER GOALS	LEARNER OUTCOMES	DEVELOPMENT AND CONCEPT EMPHASIS	TEST ITEM BANK
D, E, G	24. Through movement, understand and appreciate the influence, heritage and tradition cultures contribute toward enriching one's own life experiences.	Multicultural	
D, E, F, G	25. Recognize and appreciate gender similarities and differences by demonstrating fairness, equality and respect.	Gender Fair	
D, E, H	26. Appreciate and understand movement's role in promoting understanding among global nations, races and cultures.	International/ Global	
D, E, H	27. Appreciate the contribution world nations, race, and cultures have made to movement.	International/ Global	
G	28. Know and apply safety procedures related to self and others.	Knowing/Applying/ Integrating	
L	29. Practice care and maintenance of equipment and facilities.	Knowing/Applying/ Integrating	
C, L, M	30. Understand and use quality consumer judgment when acquiring related goods and services.	Knowing/Applying/ Integrating	
C, L	31. Understand access to and financial support systems for community/recreational resources.	Knowing/Applying/ Integrating	
B	32. Demonstrate knowledge of career options in physical education and related fields.	Knowing/Applying	
B, M	33. Have knowledge to make career choices in physical education or related fields and select appropriate educational programs for career preparation.	Applying/Integrating	
	IV. HEALTH-RELATED PHYSICAL FITNESS AND WELLNESS		
	Students will be able to:		
L	1. Use movement skills to enhance health related physical fitness.	Psychomotor	
I, L	2. Recognize and demonstrate that exercise, rest, nutrition and relaxation are essential for improvement and/or maintenance of a healthy lifestyle.	Psychomotor/ Knowing/Applying/ Integrating	
I, L	3. Identify and understand components of health-related physical fitness.	Knowing/Applying	

SBE LEARNER GOALS	LEARNER OUTCOMES	DEVELOPMENT AND CONCEPT EMPHASIS	TEST ITEM BANK
I, L	4. Identify and understand components of a total wellness program.	Knowing/Applying	
I, L	5. Measure and evaluate his/her personal health-related physical fitness and wellness.	Psychomotor/ Applying/Integrating	
J, L	6. Plan and implement a long range personal health-related physical fitness and wellness program according to ongoing assessment.	Applying/Integrating	
J, L	7. Participate and understand contributions that various activities make to improvement and maintenance of health-related physical fitness and wellness.	Psychomotor/ Applying/Integrating	
I, L	8. Understand and apply kinesiology principles as they relate to exercise and fitness.	Psychomotor/ Applying/Integrating	
I, L	9. Understand and apply practices of injury prevention and safety procedures associated with health-related physical fitness and wellness activities.	Psychomotor/ Applying/Integrating	
L	10. Experience fun and enjoyment.	Affective	
J	11. Appreciate the value of practice and recognize the role practice plays in assuring enjoyable participation.	Affective	
I	12. Take pride in the quality of his/her movement.	Affective	
I	13. Achieve skill levels that contribute to self-esteem.	Affective	
B	14. Value challenge associated with motor skill development.	Affective	
B, I	15. Value the sense of well-being associated with achieving positive levels of health-related physical fitness and wellness.	Affective	
B, D, E, F, G	16. Model equitable and ethical behavior toward self and others.	Affective	
G	17. Accept and respect achievement levels of self and others.	Affective	
D, G, I	18. Feel confident with his/her motor skill levels when in the presence of others.	Affective	
C, E	19. Appreciate the aesthetics of skilled performance.	Affective	

SBE LEARNER GOALS	LEARNER OUTCOMES	DEVELOPMENT, AND CONCEPT EMPHASIS	TEST ITEM BANK
D, E, G	20. Through movement, recognize and respect individual similarities and differences of race, religion, gender, origin, age or handicapped condition.	Multicultural	
D, E, G	21. Through movement, understand and appreciate the influence, heritage and tradition cultures contribute toward enriching one's own life experiences.	Multicultural	
D, E, F, G	22. Recognize and appreciate gender similarities and differences by demonstrating fairness, equality and respect.	Gender Fair	
D, E, H	23. Appreciate and understand movement's role in promoting understanding among global nations, races and cultures.	International/ Global	
D, E, H	24. Appreciate the contribution world nations, race, and cultures have made to movement.	International/ Global	
G	25. Know and apply safety procedures related to self and others.	Knowing/Applying/ Integrating	
L	26. Practice care and maintenance of equipment and facilities.	Knowing/Applying/ Integrating	
C, L, M	27. Understand and use quality consumer judgment when acquiring related goods and services.	Knowing/Applying/ Integrating	
C, L	28. Understand access to and financial support systems for community/recreational resources.	Knowing/Applying/ Integrating	
B	29. Demonstrate knowledge of career options in physical education and related fields.	Knowing/Applying	
B, M	30. Have knowledge to make career choices in physical education or related fields and select appropriate educational programs for career preparation.	Applying/Integrating	
	V. GROUP ACTIVITIES, TEAM SPORTS, RECREATIONAL ACTIVITIES		
	Students will be able to:		
F, G, H, L	1. Understand and apply rules, vocabulary, strategy, etiquette and history to group activities, team sports and recreational activities.	Psychomotor/ Knowing/Applying	

SBE LEARNER GOALS	LEARNER OUTCOMES	DEVELOPMENT AND CONCEPT EMPHASIS	TEST ITEM BANK
I, L	2. Perform and integrate skills into games and activities.	Psychomotor/ Knowing/Applying	
I, L	3. Recognize contribution that physical conditioning and practice provide to improved performance and enjoyment of group activities, team sports and recreational activities.	Applying/Integrating	
I, L	4. Attain increasing competency that better enables participation in group activities, team sports and recreational activities.	Psychomotor/ Applying/Integrating	
L	5. Demonstrate creativity through options provided in games.	Psychomotor/ Integrating	
L	6. Experience fun and enjoyment.	Affective	
J	7. Appreciate the value of practice and recognize the role practice plays in assuring enjoyable participation.	Affective	
I	8. Take pride in the quality of his/her movement.	Affective	
I	9. Achieve skill levels that contribute to self-esteem.	Affective	
B	10. Value challenge associated with motor skill development.	Affective	
B, I	11. Value the sense of well-being associated with achieving positive levels of health-related physical fitness and wellness.	Affective	
B, D, E, F, G	12. Model equitable and ethical behavior toward self and others.	Affective	
G	13. Accept and respect achievement levels of self and others.	Affective	
D, G, I	14. Feel confident with his/her motor skill levels when in the presence of others.	Affective	
C, E	15. Appreciate the aesthetics of skilled performance.	Affective	
D, E, G	16. Through movement, recognize and respect individual similarities and differences of race, religion, gender, origin, age or handicapped condition.	Multicultural	
D, E, G	17. Through movement, understand and appreciate the influence, heritage and tradition cultures contribute toward enriching one's own life experiences.	Multicultural	

SBE LEARNER GOALS	LEARNER OUTCOMES	DEVELOPMENT AND CONCEPT EMPHASIS	TEST ITEM BANK
D, E, F, G	18. Recognize and appreciate gender similarities and differences by demonstrating fairness, equality and respect.	Gender Fair	
D, E, H	19. Appreciate and understand movement's role in promoting understanding among global nations, races and cultures.	International/ Global	
D, E, H	20. Appreciate the contribution world nations, race, and cultures have made to movement.	International/ Global	
G	21. Know and apply safety procedures related to self and others.	Knowing/Applying/ Integrating	
L	22. Practice care and maintenance of equipment and facilities.	Knowing/Applying/ Integrating	
C, L, M	23. Understand and use quality consumer judgment when acquiring related goods and services.	Knowing/Applying/ Integrating	
C, L	24. Understand access to and financial support systems for community/recreational resources.	Knowing/Applying/ Integrating	
B	25. Demonstrate knowledge of career options in physical education and related fields.	Knowing/Applying	
B, M	26. Have knowledge to make career choices in physical education or related fields and select appropriate educational programs for career preparation.	Applying/Integrating	
	VI. INDIVIDUAL SPORTS AND RECREATIONAL ACTIVITIES		
	Students will be able to:		
F, G, H, L	1. Understand and apply rules, vocabulary, strategy, etiquette and history of individual/ dual sports and recreational activities.	Psychomotor/ Knowing/Applying	
I, L	2. Attain increasing competency that better enables participation in individual/dual sports and recreational activities.	Psychomotor/ Knowing/Applying	
I, L	3. Recognize contribution of physical conditioning and practice to improve performance and enjoyment of individual/dual Sports and recreational activities.	Applying/Integrating	

SBE LEARNER GOALS	LEARNER OUTCOMES	DEVELOPMENT AND CONCEPT EMPHASIS	TEST ITEM BANK
I, L	4. Refine skills through analysis, observation and active participation.	Psychomotor/ Applying/Integrating	
L	5. Demonstrate creativity through options provided in games.	Psychomotor/ Integrating	
L	6. Experience fun and enjoyment.	Affective	
J	7. Appreciate the value of practice and recognize the role practice plays in assuring enjoyable participation.	Affective	
I	8. Take pride in the quality of his/her movement.	Affective	
I	9. Achieve skill levels that contribute to self-esteem.	Affective	
B	10. Value challenge associated with motor skill development.	Affective	
B, I	11. Value the sense of well-being associated with achieving positive levels of health-related physical fitness and wellness.	Affective	
B, D, E, F, G	12. Model equitable and ethical behavior toward self and others.	Affective	
G	13. Accept and respect achievement levels of self and others.	Affective	
D, G, I	14. Feel confident with his/her motor skill levels when in the presence of others.	Affective	
C, E	15. Appreciate the aesthetics of skilled performance.	Affective	
D, E, G	16. Through movement, recognize and respect individual similarities and differences of race, religion, gender, origin, age or handicapped condition.	Multicultural	
D, E, G	17. Through movement, understand and appreciate the influence, heritage and tradition cultures contribute toward enriching one's own life experiences.	Multicultural	
D, E, F, G	18. Recognize and appreciate gender similarities and differences by demonstrating fairness, equality and respect.	Gender Fair	
D, E, H	19. Appreciate and understand movement's role in promoting understanding among global nations, races and cultures.	International/ Global	

SBE LEARNER GOALS	LEARNER OUTCOMES	DEVELOPMENT AND CONCEPT EMPHASIS	TEST ITEM BANK
D, E, H	20. Appreciate the contribution world nations, race, and cultures have made to movement.	International/ Global	
G	21. Know and apply safety procedures related to self and others.	Knowing/Applying/ Integrating	
L	22. Practice care and maintenance of equipment and facilities.	Knowing/Applying/ Integrating	
C, L, M	23. Understand and use quality consumer judgment when acquiring related goods and services.	Knowing/Applying/ Integrating	
C, L	24. Understand access to and financial support systems for community/recreational resources.	Knowing/Applying/ Integrating	
B	25. Demonstrate knowledge of career options in physical education and related fields.	Knowing/Applying	
B, M	26. Have knowledge to make career choices in physical education or related fields and select appropriate educational programs for career preparation.	Applying/Integrating	
	VII. OUTDOOR EDUCATION		
	Students will be able to:		
B, C, L	1. Know and practice regulations governing the use of local, state and national outdoor recreational facilities.	Knowing/Applying/ Integrating	
B, L	2. Understand and appreciate the need for restoration and preservation of the environment.	Knowing/Applying	
B, L	3. Know and demonstrate proper skills and techniques associated with outdoor education.	Psychomotor/ Knowing/Applying	
B, L	4. Demonstrate increasing proficiency in outdoor education activities.	Psychomotor/ Applying/Integrating	
B, C, D, F, G, I, L	5. Respect the challenge and sense of adventure associated with outdoor education activities.	Psychomotor/ Affective	
L	6. Experience fun and enjoyment.	Affective	
J	7. Appreciate the value of practice and recognize the role practice plays in assuring enjoyable participation.	Affective	

SBE LEARNER GOALS	LEARNER OUTCOMES	DEVELOPMENT AND CONCEPT EMPHASIS	TEST ITEM BANK
I	8. Take pride in the quality of his/her movement.	Affective	
I	9. Achieve skill levels that contribute to self-esteem.	Affective	
B	10. Value challenge associated with motor skill development.	Affective	
B, I	11. Value the sense of well-being associated with achieving positive levels of health-related physical fitness and wellness.	Affective	
B, D, E, F, G	12. Model equitable and ethical behavior toward self and others.	Affective	
G	13. Accept and respect achievement levels of self and others.	Affective	
D, G, I	14. Feel confident with his/her motor skill levels when in the presence of others.	Affective	
C, E	15. Appreciate the aesthetics of skilled performance.	Affective	
D, E, G	16. Through movement, recognize and respect individual similarities and differences of race, religion, gender, origin, age or handicapped condition.	Multicultural	
D, E, G	17. Through movement, understand and appreciate the influence, heritage and tradition cultures contribute toward enriching one's own life experiences.	Multicultural	
D, E, F, G	18. Recognize and appreciate gender similarities and differences by demonstrating fairness, equality and respect.	Gender Fair	
D, E, H	19. Appreciate and understand movement's role in promoting understanding among global nations, races and cultures.	International/ Global	
D, E, H	20. Appreciate the contribution world nations, race, and cultures have made to movement.	International/ Global	
G	21. Know and apply safety procedures related to self and others.	Knowing/Applying/ Integrating	
L	22. Practice care and maintenance of equipment and facilities.	Knowing/Applying/ Integrating	
C, L, M	23. Understand and use quality consumer judgment when acquiring related goods and services.	Knowing/Applying/ Integrating	

SBE LEARNER GOALS	LEARNER OUTCOMES	DEVELOPMENT AND CONCEPT EMPHASIS	TEST ITEM BANK
C, L	24. Understand access to and financial support systems for community/recreational resources.	Knowing/Applying/ Integrating	
B	25. Demonstrate knowledge of career options in physical education and related fields.	Knowing/Applying	
B, M	26. Have knowledge to make career choices in physical education or related fields and select appropriate educational programs for career preparation.	Applying/Integrating	
	VIII. AQUATICS		
	Students will be able to:		
D, L	1. Understand, appreciate and practice safety in and around water, including ice, as it relates to self and others.	Psychomotor/ Knowing/Applying	
L	2. Know and demonstrate beginning water entry.	Psychomotor/ Knowing/Applying	
L	3. Know and demonstrate fundamental swimming and diving skills.	Psychomotor/ Knowing/Applying	
I, L	4. Know and demonstrate proper use of survival skills, basic rescue skills and the use of personal flotation devices.	Psychomotor/ Applying/Integrating	
I, L	5. Recognize one's own swimming and rescue capabilities.	Applying/Integrating	
J, L	6. Recognize contributions that physical conditioning and practice provide to improved performance and enjoyment in aquatic activities.	Psychomotor/ Applying/Integrating	
I, L	7. Refine skills through analysis, observation and active participation.	Psychomotor/ Applying/Integrating	
A, B, C, L	8. Design, compose and create routines using aquatic skills.	Psychomotor/ Integrating	
I, L	9. Develop skills for participation in selected aquatic activities and games.	Psychomotor/ Applying	
L	10. Experience fun and enjoyment.	Affective	
J	11. Appreciate the value of practice and recognize the role practice plays in assuring enjoyable participation.	Affective	

SBE LEARNER GOALS	LEARNER OUTCOMES	DEVELOPMENT AND CONCEPT EMPHASIS	TEST ITEM BANK
I	12. Take pride in the quality of his/her movement.	Affective	
I	13. Achieve skill levels that contribute to self-esteem.	Affective	
B	14. Value challenge associated with motor skill development.	Affective	
B, I	15. Value the sense of well-being associated with achieving positive levels of health-related physical fitness and wellness.	Affective	
B, D, E, F, G	16. Model equitable and ethical behavior toward self and others.	Affective	
G	17. Accept and respect achievement levels of self and others.	Affective	
D, G, I	18. Feel confident with his/her motor skill levels when in the presence of others.	Affective	
C, E	19. Appreciate the aesthetics of skilled performance.	Affective	
D, E, G	20. Through movement, recognize and respect individual similarities and differences of race, religion, gender, origin, age or handicapped condition.	Multicultural	
D, E, G	21. Through movement, understand and appreciate the influence, heritage and tradition cultures contribute toward enriching one's own life experiences.	Multicultural	
D, E, F, G	22. Recognize and appreciate gender similarities and differences by demonstrating fairness, equality and respect.	Gender Fair	
D, E, H	23. Appreciate and understand movement's role in promoting understanding among global nations, races and cultures.	International/ Global	
D, E, H	24. Appreciate the contribution world nations, race, and cultures have made to movement.	International/ Global	
G	25. Know and apply safety procedures related to self and others.	Knowing/Applying/ Integrating	
L	26. Practice care and maintenance of equipment and facilities.	Knowing/Applying/ Integrating	
C, L, M	27. Understand and use quality consumer judgment when acquiring related goods and services.	Knowing/Applying/ Integrating	

SBE LEARNER GOALS	LEARNER OUTCOMES	DEVELOPMENT AND CONCEPT EMPHASIS	TEST ITEM BANK
C, L	28. Understand access to and financial support systems for community/recreational resources.	Knowing/Applying/ Integrating	
B	29. Demonstrate knowledge of career options in physical education and related fields.	Knowing/Applying	
B, M	30. Have knowledge to make career choices in physical education or related fields and select appropriate educational programs for career preparation.	Applying/Integrating	

Chapter 4

Physical Education

Transposing Model Learner Outcomes Into Curriculum

CHAPTER 4

TRANSPOSING MODEL LEARNER OUTCOMES INTO CURRICULUM

This chapter provides information, materials and ideas that assist in developing and transposing model learner outcomes into curriculum for physical education. Information is included in the following areas:

— Model Curriculum Review Cycle (PER)

— Physical Education Curriculum Overview

— The First Step: Trends, Changes And Issues That Impact Curriculum

— Information Gathering And Analysis

— Physical Education Curriculum Profile

— Mission Of Physical Education
Philosophy Of The Physical Education Staff

— Physical Education Program Goals

— Referencing Model Learner Outcomes To Physical Education Goals

— From Model Learner Outcome to Lesson

— Sample: Time Allocation Chart

— Assessment

— Common And Professionally Accepted Units Of Study

— Delivery of Instruction

Model Curriculum Review Cycle (PER)

The model review cycle has been developed to assist local districts to conduct a thorough program review process as required by the Planning, Evaluating and Reporting (PER) Legislation. That law mandates that certain activities such as the development of Model Learner Outcomes, the use of state test, and others, be a part of the district review cycle. This model features a planning/decision-making phase which is to be accomplished at the **district level** to set the framework for all other **program level** activities. This model can be considered a framework as it describes a minimum set of activities for each phase in the cycle. The order of activities is prescribed in the model, a timeline for when activities should occur is not. The use of this model should be on an Early Childhood K-12 basis in physical education (by segments/grade levels) so that curriculum articulation, scope and sequence are enhanced. The required PER Components are highlighted in this model by the use of capital letters and an asterisk (*).

DISTRICT LEVEL ACTIVITIES
(Prior to program level activities)

DISTRICT PLANNING/ DECISION-MAKING

*ESTABLISH DISTRICT PER COMMITTEE
-Develop and adopt district philosophy and mission
*DEVELOP AND ADOPT DISTRICT CURRICULUM GOALS
*DEVELOP AND DESCRIBE IN CHART FORM THE DISTRICT CURRICULUM REVIEW CYCLE
-Establish written roles and responsibilities for local boards, district administration and staff, content area committee, and PER committee
-Identify and approve time and resources necessary for thorough curriculum review
-Coordinate efforts with education effectiveness, school climate and accreditation programs as appropriate

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CONTENT AREA ACTIVITIES
(Each program area conducts these activities)

LEARNER OUTCOMES

-Conduct analysis of curriculum currently in place
-Research current trends, issues or opinions for the content area
-Develop a philosophy/mission statement and program goals for the content area
*IDENTIFY/DEVELOP LEARNER OUTCOMES FOR THE CONTENT BY GRADE OR COURSE LEVEL
*INTEGRATE STATE-DEVELOPED MODEL LEARNER OUTCOMES (as appropriate and essential outcom
-Identify/develop measurement strategies and instruments to evaluate essential learner outcomes
-Identify/develop materials to link outcomes to instruction

CONTENT AREA ACTIVITIES (CONT'D)

PROGRAM EVALUATION

*CONDUCT PROGRAMMATIC EVALUATION USING STATE-DEVELOPED ESSENTIAL LEARNER OUTCOME TESTS (when or if available)

*CONDUCT OTHER PROGRAM EVALUATION ACTIVITIES (such as surveys, audits, observations, performance checklists, product evaluations, etc.)

- Conduct external review (optional, depending on available resources or existing audit programs)

ANALYZE, REVIEW, AND REPORT

- Analyze available program (and student) evaluation information

*DEVELOP AN IMPROVEMENT PLAN WHICH ADDRESSES MATERIALS, STAFF DEVELOPMENT, ORGANIZATIONAL STRUCTURE, INSTRUCTIONAL ACTIVITIES, ETC.

- Modify existing essential learner outcomes as necessary

*DEVELOP, ADOPT AND DISSEMINATE A PER REPORT WHICH INCLUDES LEARNER OUTCOMES, PROGRAM EVALUATION RESULTS, AND THE DISTRICT IMPROVEMENT PLAN

IMPLEMENT AND FOLLOW-UP

*REPORT FOLLOW-UP ON PREVIOUSLY ADOPTED IMPROVEMENT PLAN

- Continue to implement and manage improvement plan activities

Review Cycle Sample - Six Years

The following sample review cycle applies the activities described in the Model Curriculum Review Cycle on the previous page to a six-year program of review. The sample is NOT a suggested or recommended model. It simply illustrates the flow of review activities over a six-year period. Districts have local control over the length of their cycles (not to exceed six years) and control over the placement of subjects and programs on their review cycle. The review cycle should be established for the district Early Childhood K-12 Physical Education curriculum overall rather than by grade levels.

This following sample illustrates a one-year period for each of the phases.

LEARNER OUTCOMES	Phy. Ed. Other	Health Other	Other	Other	Other	Other
PROGRAM EVALUATION		Phy. Ed. Other	Health Other	Other	Other	Other
ANALYZE, REVIEW AND REPORT			Phy. Ed. Other	Health Other	Other	Other
IMPLEMENT AND FOLLOW-UP				Phy. Ed. Other	Health Other	Other
IMPLEMENT					Phy. Ed. Other	Health Other
IMPLEMENT AND PREPARE TO RECYCLE						Phy. Ed. Other

Physical Education Curriculum - An Overview

Physical education is a discipline with a sophisticated structure that has an organized scope and sequence to accommodate individual needs.

Physical educators believe that a student-centered curriculum results in better programs, more positive attitudes and behavior change on the part of learners.

Model Learner Outcomes for Physical Education have been developed to help school districts improve their curriculum. It is a process, however, and should be considered within the context of an organizational approach to curriculum. Additional work needs to be done at the local level before the Model Learner Outcomes are used and after they are implemented. The following is a short summary of the major components in the curriculum development process:

The Curriculum:

Curriculum is an organized educational plan that determines the areas of study that will be taught and when specific skills and activities should be introduced and emphasized.

The Rationale for Curriculum:

There are numerous reasons for developing a comprehensive physical education curriculum. Some of the most important are:

- To clarify for students, staff and community the **vision, mission, philosophy, goals and model learner outcomes** (MLO's) of a district's comprehensive physical education curriculum.
- To define what model learner outcomes (MLO's) and objectives teachers have responsibility and accountability to cover.
- To define the model learner outcomes (MLO's) and essential learner outcomes (ELO's) that are age-appropriate.
- To define how the curriculum is to be organized to reduce unproductive repetition or voids and to assure important content variations.
- To maintain reasonable consistency within a district's offerings so that learners are able to receive instruction in approximately the same areas of study.
- To establish a common base from which local educators, individually and as a staff, can plan for instruction.
- To identify resources that teachers may use to enhance the quality of instruction in transposing the Model Learner Outcomes (MLO's) into curriculum.
- To help integrate and collaborate learning in and among the various disciplines.

The First Step: Trends, Changes And Issues That Impact Curriculum

When we look back from where we are now, physical education has changed. The forties emphasized team sports, the fifties physical fitness, the sixties lifetime activities, the seventies outdoor education and the eighties individual learning, student rights, cooperative and initiative games that focused on socialization, problem solving and self-concept, and health related physical fitness and wellness. What will some of the changes and focus of the 90's be? Will it be accountability, choice, technology, early childhood, lifestyle and wellness, behavior outcomes?

As we move toward the year 2,001, one thing is certain, there will be changes and new emphasis in our programs. This has been the history of education, and physical education in particular, which is a critical part of that total effort.

To keep our curriculum and program current with change it is important that we take time to address the question, what will physical education's role and emphasis be in the educational process for the learner over the next five or ten years?

We must recognize and understand the impact of change, trends and issues on our profession along with other segments of education and society. Considering these events will assist us in planning and developing our programs to meet the needs of learners as we move toward the 21st century.

Prior to any curriculum efforts, it is strongly suggested that staff and others associated with curriculum development and concern about the discipline, research and study issues from both a district, state,national and even international perspective. The trends may be social, economic, political, educational or very specific to physical education. In any case, the vision of trends and what they may mean in the near future along with change, and issues that have relevance and impact on the physical education program should be discussed prior to any curriculum writing.

This will allow for some creative change in existing programs and assure the physical education program is current with needs of the learner.

Information Gathering and Analysis

It is important that staff and others in the district responsible for curriculum development secure current research and other data that will assist in verifying trends, issues and changes. The data should represent international, national, state and local perspectives. It should cover both the discipline in particular and social, economical, educational and political areas that have impact on the program.

Besides securing noted research results, staff should develop or use existing questionnaires, surveys, news articles, interviews or other means of gathering information that will assist in finding trends, changes and issues facing them.

Once the data is accumulated, the next step is analyzing the responses. This process will give staff insight and direction from which to adjust and improve the curriculum and assure its adequacy for the current learner needs.

There are many questions to be asked and each district has its own unique setting and operational format. The curriculum writing team is encouraged to develop its own surveys and use them for program and curriculum planning.

Physical Education Curriculum Profile

The following chart and schematic overview of the physical education curriculum and its areas of study, along with behavior outcomes, gives one an overview of the conceptual plan.

Each district is encouraged to carefully evaluate, discuss and determine its program **mission, philosophy and program goals**.

To establish ownership of these three important areas, it is vital that the district staff and others close to or responsible for the curriculum development reach a consensus of opinion. Only then can an effective physical education program be designed at the local level.

The chart emphasizes **age- and grade-appropriate curriculum emphasis**. Once the mission, philosophy and goals have been established, the model learner outcomes can be addressed for proper scope and sequencing.

The **behavior outcome anticipated** when the learner passes through the curriculum would be a physically active healthy life style that includes the ability to participate in and enjoy recreation, sport and social play along with improvement and maintenance of health-related physical fitness and wellness.

PHYSICAL EDUCATION CURRICULUM OUTLINE

MISSION
- **Your image**
- **Why you're in business**

PROGRAM PHILOSOPHY
- **What you believe and value**

PROGRAM GOAL STATEMENTS
- **What you hope the program will accomplish**

MODEL LEARNER OUTCOMES (MLO's) • **What you expect the learner to know and do**

Areas of Study	MLO's/ELO's	Development and Concept Emphasis			
(Early Childhood - Primary) Ages 3 years - 8 years		Psychomotor	Knowing Applying Integrating	Multicultural Gender Fair	International /Global
I. Perceptual Motor Development					
II. Development Movement Skills • Object Manipulation • Locomotor and Non-Locomotor					
III. Rhythm and Dance					
IV. Health-Related Physical Fitness and Wellness					
(Upper Elementary and Secondary) Ages 9 years - 18 years					
III. Rhythm and Dance					
IV. Health-Related Physical Fitness and Wellness					
V. Group, Team Sports, Recreation					
VI. Individual and Dual Sports/Recreation					
VII. Outdoor Education					
VIII. Aquatics					

Progressing through the curriculum leads the learner to a behavior of a healthy life style and participation in

Recreation
Sports
Social Play
Health-Related Physical Fitness and Wellness

Mission Of Physical Education

The first important decision staff must address as they begin to develop their curriculum is the mission of their physical education program.

In order to accomplish this, four very important questions must be answered.

1. Who are you?
2. Whom do you serve?
3. With what kind of program?
4. Why?

By answering these four questions in a very short but concise manner (suggested in 25 words or less), the staff will have sent a very important message. It will define your image of why you are in the business of teaching "learners to think on their feet" through physical education.

Philosophy Of The Physical Education Staff

The second issue facing the physical education staff is coming to concensus on what they collectively believe about their program and those they teach.

It is important that ten to fifteen strong belief statements be developed and agreed upon.

The "I believe" statements steer the course. They are your reference points. When tough questions need to be addressed or you are not sure of some things in your program the staff or individual instructor can refer to the belief statements.

They are the guide. They will give you the strength and courage to continue on the right course when the program might be pulled in different direcitons. They should be used in the implementation of the physical education program.

Physical Education Program Goals

The following program goals give direction, set the stage and encourage all that is important to physical education.

It is important that the setting, instruction and support necessary to reach the program goals are in place. The program and its goals are based on a cumulative affect of age-appropriate experiences in physical education from early childhood through young adulthood.

By moving through the program, the learner will have the opportunity to develop the following outcome-based skills, knowledge, attitude, values and feelings.

I. Health-Related Physical Fitness and Wellness

II. Self-Concept

III. Socialization

IV. Perceptual Motor Development Skills

V. Developmental Movement Skills

VI. Specific Activity Skills

VII. Creativity through Activity

VIII. Enjoyment through Play

IX. Consumerism

X. Cultural and Individual Uniqueness

XI. Subject Collaboration

PHYSICAL EDUCATION GOALS

The following program goals give direction, set the stage and encourage all that is important to the study of physical education.

I. Health-Related Physical Fitness and Wellness

The physical education program will provide and maintain quality opportunities for the learner in health related physical fitness and wellness.

II. Self-Concept

The physical education program will provide the learner with successful experiences that enhance the development of a positive self-concept, skills with which to expand one's confidence, assertiveness, independence, self-control and the ability to accept one's strengths and limitations.

III. Socialization

The physical education program will provide opportunities for the learner to develop appropriate social behaviors and interpersonal relationships through a variety of experiences.

IV. Perceptual-Motor Development

The physical education program will provide the learner with sensory experiences to be organized into meaningful information and applied to appropriate motor skills.

V. Developmental Movement Skills

The physical education program will provide the learner with experiences in developmental motor skills that enhance participation in games, sports and lifetime activities.

VI. Specific Activity Skills

The physical education program will identify and develop specific game and skills that lead to successful participation in recreational and social lifetime activities.

VII. Creativity through Activity

The physical education program will provide the learner with opportunities to explore, create and communicate through the medium of physical movement.

VIII. Enjoyment through Play

The physical education program will provide an environment that fosters enjoyment of physical activity and play.

IX. Informed Consumerism

The physical education program will provide the learner knowledge and skills necessary to make informed decisions in regard to the selection, acquisition and use of products, services and information related to games, sport and physical activity.

X. Cultural and Individual

The physical education program will recognize and emphasize respect for diversity. The learners will develop an awareness and appreciation of individual differences and likenesses such as mental and physical capabilities, gender, size, race, cultural and economic backgrounds.

XI. Subject Collaboration

The physical education program will apply skills from their discipline along with those of other academic disciplines to enhance critical thinking and show connecting relationships.

The following chart indicates where the physical education program goals should be introduced, and continued through an age-appropriate progression.

AGE-APPROPRIATE PROGRESSION OF PROGRAM GOALS

Goals	Early Childhood Primary Ages 3-8.	Intermediate Middle Ages 9-12	Jr. High Ages 13-15	Sr. High Ages 16-18
I. Health-Related Physical Fitness And Wellness	┣━━━	━━━	━━━	━━━
II. Self-Concept	┣━━━	━━━	━━━	━━━
III. Socialization	┣━━━	━━━	━━━	━━━
IV. Perceptual-Motor Development	┣━━━	- - -	- - -	- - -
V. Developmental-Movement Skills	┣━━━	- - -	- - -	- - -
VI. Specific Activity Skills		┣━━━	━━━	━━━
VII. Creativity Through Activity	┣━━━	━━━	━━━	━━━
VIII. Enjoyment Through Play	┣━━━	━━━	━━━	━━━
IX. Informed Consumerism		┣━━━	━━━	━━━
X. Cultural and Individual Uniqueness	┣━━━	━━━	━━━	━━━
XI. Subject Collaboration	┣━━━	━━━	━━━	━━━

Key of above lines:

Goal Introduced: ┃
Emphasized: ━━━
Reinforced: - - -

MODEL LEARNER OUTCOMES FOR PHYSICAL EDUCATION

(Referenced to Physical Education Goals)

SBE LEARNER GOALS	LEARNER OUTCOMES	DEVELOPMENT AND CONCEPT EMPHASIS	PHYSICAL EDUCATION PROGRAM GOALS
	I. PERCEPTUAL MOTOR DEVELOPMENT		
	Students will be able to:		
I, L	1. Identify body parts through the medium of movement, and demonstrate how many ways each can move.	Psychomotor/ Knowing/Applying	IV
I, L	2. Exhibit total body awareness and be cognizant of the multiple movement potential of each body part.	Psychomotor/ Knowing/Applying	IV
I, L	3. Perform a variety of motor tasks based on understanding of body planes, laterality, directionality and right-left orientation.	Psychomotor/ Knowing/Applying/ Integrating	IV, V
A, J, L	4. Visual and tactile discrimination among various shapes, textures, and weights.	Knowing/Applying	IV
I, L	5. Organize and use various body parts and spatial concepts.	Psychomotor	IV, V
I, L	6. Move with smoothly integrated body actions in a spontaneous manner.	Psychomotor	V
A, I, L	7. Process and respond to auditory, visual, tactile and kinesthetic stimuli when performing motor tasks.	Psychomotor	IV, V
I, J, L	8. Move safely and efficiently through space, being aware of self, others and environment.	Psychomotor/ Knowing/Applying/ Integrating	IV, V, VI
B, C, I, L	9. Enjoy using the body to express feelings, emotions and creativity.	Psychomotor/ Affective	II, VI, VII, X, XI
I, L	10. Perform increasingly complex motor tasks.	Psychomotor/ Affective	IV, VI, VII
L	11. Experience fun and enjoyment.	Affective	II, III, VIII
J	12. Appreciate the value of practice and recognize the role practice plays in assuring enjoyable participation.	Affective	II, IV
D, E, G, H, I, L	13. Appreciate the unique way in which the human body moves and value similarities and differences in each individual's movement patterns.	Affective/ Multicultural/ Gender Fair	II, X

SBE LEARNER GOALS	LEARNER OUTCOMES	DEVELOPMENT AND CONCEPT EMPHASIS	PHYSICAL EDUCATION PROGRAM GOALS
I	14. Take pride in the quality of his/her movement.	Affective	II, X
I	15. Achieve skill levels that contribute to self-esteem.	Affective	II
B	16. Value challenge associated with motor skill development.	Affective	II, X
B, I	17. Value the sense of well-being associated with achieving positive levels of health-related physical fitness and wellness.	Affective	I, II
B, D, E, F, G	18. Model equitable and ethical behavior toward self and others.	Affective	III, X
G	19. Accept and respect achievement levels of self and others.	Affective	II, III, X
D, G, I	20. Feel confident with his/her motor skill levels when in the presence of others.	Affective	II
C, E	21. Appreciate the aesthetics of skilled performance.	Affective	VII, VIII, X
D, E, G	22. Through movement, recognize and respect individual similarities and differences of race, religion, gender, origin, age or handicapped condition.	Multicultural	X
D, E, G	23. Through movement, understand and appreciate the influence, heritage and tradition cultures contribute toward enriching one's own life experiences.	Multicultural	X
D, E, F, G	24. Recognize and appreciate gender similarities and differences by demonstrating fairness, equality and respect.	Gender Fair	II, X
D, E, H	25. Appreciate and understand movement's role in promoting understanding among global nations, races and cultures.	International/ Global	III, X
D, E, H	26. Appreciate the contribution world nations, race, and cultures have made to movement.	International/ Global	X
G	27. Know and apply safety procedures related to self and others.	Knowing/Applying/ Integrating	III, IV, X
L	28. Practice care and maintenance of equipment and facilities.	Knowing/Applying/ Integrating.	IX

SBE LEARNER GOALS	LEARNER OUTCOMES	DEVELOPMENT AND CONCEPT EMPHASIS	PHYSICAL EDUCATION PROGRAM GOALS
	II. DEVELOPMENTAL MOVEMENT SKILLS: -OBJECT MANIPULATION -LOCOMOTOR and NON-LOCOMOTOR		
	Students will be able to:		
L	1. Recognize, select and manipulate objects in space with appropriate body parts and/or equipment.	Psychomotor/ Knowing/Applying/ Integrating	V
A, C, L	2. Propel, track and control manipulative objects with increasingly mature skill levels.	Psychomotor/ Knowing/Applying/ Integrating	V
A, C, L	3. Modify, and/or combine movements to discover effective ways to manipulate objects.	Psychomotor/ Integrating	IV, V, VII
L	4. Perform and identify locomotor and non-locomotor skills.	Psychomotor/ Knowing/Applying	V
L	5. Develop locomotor and non-locomotor skills to an increasingly mature level	Psychomotor/ Applying/Integrating	V, VIII
A, C, L	6. Perform a series of locomotor and non-locomotor skills in creative routines.	Psychomotor/ Integrating	V, VII
L	7. Experience fun and enjoyment.	Affective	VIII
J	8. Appreciate the value of practice and recognize the role practice plays in assuring enjoyable participation.	Affective	II, V, VIII
I	9. Take pride in the quality of his/her movement.	Affective	II, VIII
I	10. Achieve skill levels that contribute to self-esteem.	Affective	II, III, V
B	11. Value challenge associated with motor skill development.	Affective	II, V, VII
B, I	12. Value the sense of well-being associated with achieving positive levels of health-related physical fitness and wellness.	Affective	I, II, VIII
B, D, E, F, G	13. Model equitable and ethical behavior toward self and others.	Affective	III, X
G	14. Accept and respect achievement levels of self and others.	Affective	II, III, X
D, G, I	15. Feel confident with his/her motor skill levels when in the presence of others.	Affective	II, III

SBE LEARNER GOALS	LEARNER OUTCOMES	DEVELOPMENT AND CONCEPT EMPHASIS	PHYSICAL EDUCATION PROGRAM GOALS
C, E	16. Appreciate the aesthetics of skilled performance.	Affective	II, VII
D, E, G	17. Through movement, recognize and respect individual similarities and differences of race, religion, gender, origin, age or handicapped condition.	MulticulturAL	II, III, X, XI
D, E, G	18. Through movement, understand and appreciate the influence, heritage and tradition cultures contribute toward enriching one's own life experiences.	MulticulturAL	X, XI
D, E, F, G	19. Recognize and appreciate gender similarities and differences by demonstrating fairness, equality and respect.	Gender Fair	II, III, X
D, E, H	20. Appreciate and understand movement's role in promoting understanding among global nations, races and cultures.	International/ Global	X, XI
D, E, H	21. Appreciate the contribution world nations, race, and cultures have made to movement.	International/ Global	X, XI
G	22. Know and apply safety procedures related to self and others.	Knowing/Applying/ Integrating	II, III, V
L	23. Practice care and maintenance of equipment and facilities.	Knowing/Applying/ Integrating	V, IX
	III. RHYTHM AND DANCE		
	Students will be able to:		
A, B, C, L	1. Explore movement through rhythm and dance.	Psychomotor	VI, VII
A, B, C, L	2. Perform various rhythmic patterns.	Psychomotor	VI, VIII
A, B, C, E, L	3. Perform a variety of multicultural dance patterns.	Psychomotor/ Knowing/Applying	VI, VII, X
A, B, C, I	4. Know, appreciate and value how the body, mind and spirit work together in dance.	Knowing/Applying/ Integrating	II, VIII, XI
D, E	5. Understand and describe ethnic or cultural origins of dance.	Knowing/Applying/ Integrating	X
A, B, C, L	6. Choreograph and perform movement sequences using basic elements of rhythm and dance.	Psychomotor/ Knowing/Applying/ Integrating	VI, VII, VIII

SBE LEARNER GOALS	LEARNER OUTCOMES	DEVELOPMENT AND CONCEPT EMPHASIS	PHYSICAL EDUCATION PROGRAM GOALS
B, C, L	7. Use rhythm and dance in development of problem-solving skills.	Psychomotor/ Applying/Integrating	VI, VII
B, C, L	8. Appreciate participation in dance as a medium for nonverbal expression.	Applying/Integrating/ Affective	II, III, VII, VIII
A, B, C, I	9. Use manipulative objects creatively in response to rhythm patterns.	Psychomotor/ Integrating	VI, VII
L	10. Understand contributions of dance activities to promotion of health-related physical fitness and wellness.	Knowing/Applying Integrating	I, XI
A, B, C, L	11. Through participation and observation experience and appreciate dance as an expressive art form.	Psychomotor/ Applying/Integrating/ Affective	VI, VII, X, XI
D, E, G	12. Understand vocabulary and multicultural history of dance.	Applying/Integrating/ Multicultural	X, XI
L	13. Experience fun and enjoyment.	Affective	VIII
J	14. Appreciate the value of practice and recognize the role practice plays in assuring enjoyable participation.	Affective	II, VIII
I	15. Take pride in the quality of his/her movement.	Affective	II, VIII
I	16. Achieve skill levels that contribute to self-esteem.	Affective	II, VIII
B	17 Value challenge associated with motor skill development.	Affective	II, VI
B, I	18. Value the sense of well-being associated with achieving positive levels of health-related physical fitness and wellness.	Affective	I, II, VIII, XI
B, D, E, F, G	19. Model equitable and ethical behavior toward self and others.	Affective	II, III, X
G	20. Accept and respect achievement levels of self and others.	Affective	II, III, X
D, G, I	21. Feel confident with his/her motor skill levels when in the presence of others.	Affective	II, III, X
C, E	22. Appreciate the aesthetics of skilled performance.	Affective	VII, X
D, E, G	23. Through movement, recognize and respect individual similarities and differences of race, religion, gender, origin, age or handicapped condition.	Multicultural	X

SBE LEARNER GOALS	LEARNER OUTCOMES	DEVELOPMENT AND CONCEPT EMPHASIS	PHYSICAL EDUCATION PROGRAM GOALS
D, E, G	24. Through movement, understand and appreciate the influence, heritage and tradition cultures contribute toward enriching one's own life experiences.	Multicultural	X
D, E, F, G	25. Recognize and appreciate gender similarities and differences by demonstrating fairness, equality and respect.	Gender Fair	II, III, X
D, E, H	26. Appreciate and understand movement's role in promoting understanding among global nations, races and cultures.	International/ Global	X, XI
D, E, H	27. Appreciate the contribution world nations, race, and cultures have made to movement.	International/ Global	X, XI
G	28. Know and apply safety procedures related to self and others.	Knowing/Applying/ Integrating	II, III, IX
L	29. Practice care and maintenance of equipment and facilities.	Knowing/Applying/ Integrating	VI, IX
C, L, M	30. Understand and use quality consumer judgment when acquiring related goods and services.	Knowing/Applying/ Integrating	IX
C, L	31. Understand access to and financial support systems for community/recreational resources.	Knowing/Applying/ Integrating	IX
B	32. Demonstrate knowledge of career options in physical education and related fields.	Knowing/Applying	XI
B, M	33. Have knowledge to make career choices in physical education or related fields and select appropriate educational programs for career preparation.	Applying/Integrating	XI
	IV. HEALTH-RELATED PHYSICAL FITNESS AND WELLNESS		
	Students will be able to:		
L	1. Use movement skills to enhance health-related physical fitness.	Psychomotor	VI
I, L	2. Recognize and demonstrate that exercise, rest, nutrition and relaxation are essential for improvement and/or maintenance of a healthy life style.	Psychomotor/ Knowing/Applying/ Integrating	VI, XI
I, L	3. Identify and understand components of health-related physical fitness.	Knowing/Applying	VI, XI

SBE LEARNER GOALS	LEARNER OUTCOMES	DEVELOPMENT AND CONCEPT EMPHASIS	PHYSICAL EDUCATION PROGRAM GOALS
I, L	4. Identify and understand components of a total wellness program.	Knowing/Applying	VI, XI
I, L	5. Measure and evaluate his/her personal health-related physical fitness and wellness.	Psychomotor/ Applying/Integrating	VI, IX, XI
J, L	6. Plan and implement a long range personal health-related physical fitness and wellness program according to ongoing assessment.	Applying/Integrating	VI, IX, XI
J, L	7. Participate and understand contributions that various activities make to improvement and maintenance of health-related physical fitness and wellness.	Psychomotor/ Applying/Integrating	VI, IX, XI
I, L	8. Understand and apply kinesiology principles as they relate to exercise and fitness.	Psychomotor/ Applying/Integrating	VI, XI
I, L	9. Understand and apply practices of injury prevention and safety procedures associated with health-related physical fitness and wellness activities.	Psychomotor/ Applying/Integrating	VI, X, XI
L	10. Experience fun and enjoyment.	Affective	VIII
J	11. Appreciate the value of practice and recognize the role practice plays in assuring enjoyable participation.	Affective	II, VIII
I	12. Take pride in the quality of his/her movement.	Affective	II, VIII
I	13. Achieve skill levels that contribute to self-esteem.	Affective	II, III, VI
B	14. Value challenge associated with motor skill development.	Affective	II, VI
B, I	15. Value the sense of well-being associated with achieving positive levels of health-related physical fitness and wellness.	Affective	I, II, VIII, XI
B, D, E, F, G	16. Model equitable and ethical behavior toward self and others.	Affective	II, III, X
G	17. Accept and respect achievement levels of self and others.	Affective	II, III, X
D, G, I	18. Feel confident with his/her motor skill levels when in the presence of others.	Affective	II, III, VI
C, E	19. Appreciate the aesthetics of skilled performance.	Affective	VII, X

SBE LEARNER GOALS	LEARNER OUTCOMES	DEVELOPMENT AND CONCEPT EMPHASIS	PHYSICAL EDUCATION PROGRAM GOALS
D, E, G	20. Through movement, recognize and respect individual similarities and differences of race, religion, gender, origin, age or handicapped condition.	Multicultural	X
D, E, G	21. Through movement, understand and appreciate the influence, heritage and tradition cultures contribute toward enriching one's own life experiences.	Multicultural	X
D, E, F, G	22. Recognize and appreciate gender similarities and differences by demonstrating fairness, equality and respect.	Gender Fair	II, III, X
D, E, H	23. Appreciate and understand movement's role in promoting understanding among global nations, races and cultures.	International/ Global	X, XI
D, E, H	24. Appreciate the contribution world nations, race, and cultures have made to movement.	International/ Global	X, XI
G	25. Know and apply safety procedures related to self and others.	Knowing/Applying/ Integrating	II, III, IX
L	26. Practice care and maintenance of equipment and facilities.	Knowing/Applying/ Integrating	VI, IX
C, L, M	27. Understand and use quality consumer judgment when acquiring related goods and services.	Knowing/Applying/ Integrating	IX
C, L	28. Understand access to and financial support systems for community/recreational resources.	Knowing/Applying/ Integrating	IX
B	29. Demonstrate knowledge of career options in physical education and related fields.	Knowing/Applying	XI
B, M	30. Have knowledge to make career choices in physical education or related fields and select appropriate educational programs for career preparation.	Applying/Integrating	XI
	V. GROUP ACTIVITIES, TEAM SPORTS, RECREATIONAL ACTIVITIES		
	Students will be able to:		
F, G, H, L	1. Understand and apply rules, vocabulary, strategy, etiquette and history to group activities, team sports, and recreational activities.	Psychomotor/ Knowing/Applying	VI, XI

SBE LEARNER GOALS	LEARNER OUTCOMES	DEVELOPMENT AND CONCEPT EMPHASIS	PHYSICAL EDUCATION PROGRAM GOALS
I, L	2. Perform and integrate skills into games and activities.	Psychomotor/ Knowing/Applying	VI
I, L	3. Recognize contribution that physical conditioning and practice provide to improved performance and enjoyment of group activities, team sports and recreational activities.	Applying/Integrating	I, VI, XI
I, L	4. Attain increasing competency that better enables participation in group activities, team sports and recreational activities.	Psychomotor/ Applying/Integrating	VI
L	5. Demonstrate creativity through options provided in games.	Psychomotor/ Integrating	VIII
L	6. Experience fun and enjoyment.	Affective	VIII
J	7. Appreciate the value of practice and recognize the role practice plays in assuring enjoyable participation.	Affective	II, VIII
I	8. Take pride in the quality of his/her movement.	Affective	II, VIII
I	9. Achieve skill levels that contribute to self-esteem.	Affective	II, III, VI
B	10. Value challenge associated with motor skill development.	Affective	II, VI
B, I	11. Value the sense of well-being associated with achieving positive levels of health-related physical fitness and wellness.	Affective	I, II, VIII, XI
B, D, E, F, G	12. Model equitable and ethical behavior toward self and others.	Affective	II, III, X
G	13. Accept and respect achievement levels of self and others.	Affective	II, III, X
D, G, I	14. Feel confident with his/her motor skill levels when in the presence of others.	Affective	II, III, VI
C, E	15. Appreciate the aesthetics of skilled performance.	Affective	VII, X
D, E, G	16. Through movement, recognize and respect individual similarities and differences of race, religion, gender, origin, age or handicapped condition.	Multicultural	X
D, E, G	17. Through movement, understand and appreciate the influence, heritage and tradition cultures contribute toward enriching one's own life experiences.	Multicultural	X

SBE LEARNER GOALS	LEARNER OUTCOMES	DEVELOPMENT AND CONCEPT EMPHASIS	PHYSICAL EDUCATION PROGRAM GOALS
D, E, F, G	18. Recognize and appreciate gender similarities and differences by demonstrating fairness, equality and respect.	Gender Fair	II, III, X
D, E, H	19. Appreciate and understand movement's role in promoting understanding among global nations, races and cultures.	International/ Global	X, XI
D, E, H	20. Appreciate the contribution world nations, race, and cultures have made to movement.	International/ Global	X, XI
G	21. Know and apply safety procedures related to self and others.	Knowing/Applying/ Integrating	II, III, IX
L	22. Practice care and maintenance of equipment and facilities.	Knowing/Applying/ Integrating	VI, IX
C, L, M	23. Understand and use quality consumer judgment when acquiring related goods and services.	Knowing/Applying/ Integrating	IX
C, L	24. Understand access to and financial support systems for community/recreational resources.	Knowing/Applying/ Integrating	IX
B	25. Demonstrate knowledge of career options in physical education and related fields.	Knowing/Applying	XI
B, M	26. Have knowledge to make career choices in physical education or related fields and select appropriate educational programs for career preparation.	Applying/Integrating	XI
	VI. INDIVIDUAL SPORTS AND RECREATIONAL ACTIVITIES		
	Students will be able to:		
F, G, H, L	1. Understand and apply rules, vocabulary, strategy, etiquette and history of individual/ dual sports and recreational activities.	Psychomotor/ Knowing/Applying	VI, XI
I, L	2. Attain increasing competency that better enables participation in individual/dual sports and recreational activities.	Psychomotor/ Knowing/Applying	VI
I, L	3. Recognize contribution of physical conditioning and practice to improve performance and enjoyment of individual/dual sports and recreational activities.	Applying/Integrating	I, VI, XI

SBE LEARNER GOALS	LEARNER OUTCOMES	DEVELOPMENT AND CONCEPT EMPHASIS	PHYSICAL EDUCATION PROGRAM GOALS
I, L	4. Refine skills through analysis, observation and active participation.	Psychomotor/ Applying/Integrating	VI, VIII, XI
L	5. Demonstrate creativity through options provided in games.	Psychomotor/ Integrating	VI, VII
L	6. Experience fun and enjoyment.	Affective	VIII
J	7. Appreciate the value of practice and recognize the role practice plays in assuring enjoyable participation.	Affective	II, VIII
I	8. Take pride in the quality of his/her movement.	Affective	II, VIII
I	9. Achieve skill levels that contribute to self-esteem.	Affective	II, III, VI
B	10. Value challenge associated with motor skill development.	Affective	II, VI
B, I	11. Value the sense of well-being associated with achieving positive levels of health-related physical fitness and wellness.	Affective	I, II, VIII, XI
B, D, E, F, G	12. Model equitable and ethical behaviors toward self and others.	Affective	II, III, X
G	13. Accept and respect achievement levels of self and others.	Affective	II, III, X
D, G, I	14. Feel confident with his/her motor skill levels when in the presence of others.	Affective	II, III, VI
C, E	15. Appreciate the aesthetics of skilled performance.	Affective	VIII, X
D, E, G	16. Through movement, recognize and respect individual similarities and differences of race, religion, gender, origin, age or handicapped condition.	Multicultural	X
D, E, G	17. Through movement, understand and appreciate the influence, heritageand tradition cultures contribute toward enriching one's own life experiences.	Multicultural	X
D, E, F, G	18. Recognize and appreciate gender similarities and differences by demonstrating fairness, equality and respect.	Gender Fair	II, III, X
D, E, H	19. Appreciate and understand movement's role in promoting understanding among global nations, races and cultures.	International/ Global	X, XI

SBE LEARNER GOALS	LEARNER OUTCOMES	DEVELOPMENT AND CONCEPT EMPHASIS	PHYSICAL EDUCATION PROGRAM GOALS
D, E, H	20. Appreciate the contribution world nations, race, and cultures have made to movement.	International/ Global	X, XI
G	21. Know and apply safety procedures related to self and others.	Knowing/Applying/ Integrating	II, III, IX
L	22. Practice care and maintenance of equipment and facilities.	Knowing/Applying/ Integrating	VI, IX
C, L, M	23. Understand and use quality consumer judgment when acquiring related goods and services.	Knowing/Applying/ Integrating	IX
C, L	24. Understand access to and financial support systems for community/recreational resources.	Knowing/Applying/ Integrating	IX
B	25. Demonstrate knowledge of career options in physical education and related fields.	Knowing/Applying	XI
B, M	26. Have knowledge to make career choices in physical education or related fields and select appropriate educational programs for career preparation.	Applying/Integrating	XI
	VII. OUTDOOR EDUCATION		
	Students will be able to:		
B, C, L	1. Know and practice regulations governing the use of local, state and national outdoor recreational facilities.	Knowing/Applying/ Integrating	IX, XI
B, L	2. Understand and appreciate the need for restoration and preservation of the environment.	Knowing/Applying	IX, XI
B, L	3. Know and demonstrate proper skills and techniques associated with outdoor education.	Psychomotor/ Knowing/Applying	VI, XI
B, L	4. Demonstrate increasing proficiency in outdoor education activities.	Psychomotor/ Applying/Integrating	VI
B, C, D, F, G, I, L	5. Respect the challenge and sense of adventure associated with outdoor education activities.	Psychomotor/ Affective	VI, II, X
L	6. Experience fun and enjoyment.	Affective	VIII
J	7. Appreciate the value of practice and recognize the role practice plays in assuring enjoyable participation.	Affective	II, VIII

SBE LEARNER GOALS	LEARNER OUTCOMES	DEVELOPMENT AND CONCEPT EMPHASIS	PHYSICAL EDUCATION PROGRAM GOALS
I	8. Take pride in the quality of his/her movement.	Affective	II, VIII
I	9. Achieve skill levels that contribute to self-esteem.	Affective	II, III, VI
B	10. Value challenge associated with motor skill development.	Affective	II, VI
B, I	11. Value the sense of well-being associated with achieving positive levels of health-related physical fitness and wellness.	Affective	I, II, VIII, XI
B, D, E, F, G	12. Model equitable and ethical behavior toward self and others.	Affective	II, III, X
G	13. Accept and respect achievement levels of self and others.	Affective	II, III, X
D, G, I	14. Feel confident with his/her motor skill levels when in the presence of others.	Affective	II, III, VI
C, E	15. Appreciate the aesthetics of skilled performance.	Affective	VII, X
D, E, G	16. Through movement, recognize and respect individual similarities and differences of race, religion, gender, origin, age or handicapped condition.	Multicultural	X
D, E, G	17. Through movement, understand and appreciate the influence, heritage and tradition cultures contribute toward enriching one's own life experiences.	Multicultural	X
D, E, F, G	18. Recognize and appreciate gender similarities and differences by demonstrating fairness, equality and respect.	Gender Fair	II, III, X
D, E, H	19. Appreciate and understand movement's role in promoting understanding among global nations, races and cultures.	International/ Global	X, XI
D, E, H	20. Appreciate the contribution world nations, race, and cultures have made to movement.	International/ Global	X, XI
G	21. Know and apply safety procedures related to self and others.	Knowing/Applying/ Integrating	II, III, IX
L	22. Practice care and maintenance of equipment and facilities.	Knowing/Applying/ Integrating	VI, IX
C, L, M	23. Understand and use quality consumer judgment when acquiring related goods and services.	Knowing/Applying/ Integrating	IX

SBE LEARNER GOALS	LEARNER OUTCOMES	DEVELOPMENT AND CONCEPT EMPHASIS	PHYSICAL EDUCATION PROGRAM GOALS
C, L	24. Understand access to and financial support systems for community/recreational resources.	Knowing/Applying/ Integrating	IX
B	25. Demonstrate knowledge of career options in physical education and related fields.	Knowing/Applying	XI
B, M	26. Have knowledge to make career choices in physical education or related fields and select appropriate educational programs for career preparation.	Applying/Integrating	XI
	VIII. AQUATICS		
	Students will be able to:		
D, L	1. Understand, appreciate and practice safety in and around water, including ice, as it relates to self and others.	Psychomotor/ Knowing/Applying	VI, XI
L	2. Know and demonstrate beginning water entry.	Psychomotor/ Knowing/Applying	VI
L	3. Know and demonstrate fundamental swimming and diving skills.	Psychomotor/ Knowing/Applying	VI
I, L	4. Know and demonstrate proper use of survival skills, basic rescue skills and the use of personal flotation devices.	Psychomotor/ Applying/Integrating	VI
I, L	5. Recognize ones own swimming and rescue capabilities.	Applying/Integrating	II
J, L	6. Recognize contributions that physical conditioning and practice provide to improved performance and enjoyment in aquatic activities.	Psychomotor/ Applying/Integrating	VI
I, L	7. Refine skills through analysis, observation and active participation.	Psychomotor/ Applying/Integrating	VI
A, B, C, L	8. Design, compose and create routines using aquatic skills.	Psychomotor/ Integrating	VI, VII
I, L	9. Develop skills for participation in selected aquatic activities and games.	Psychomotor/ Applying	VI
L	10. Experience fun and enjoyment.	Affective	VIII
J	11. Appreciate the value of practice and recognize the role practice plays in assuring enjoyable participation.	Affective	II, VIII

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SBE LEARNER GOALS	LEARNER OUTCOMES	DEVELOPMENT AND CONCEPT EMPHASIS	PHYSICAL EDUCATION PROGRAM GOALS
I	12. Take pride in the quality of his/her movement.	Affective	II, VIII
I	13. Achieve skill levels that contribute to self-esteem.	Affective	II, III, VI
B	14. Value challenge associated with motor skill development.	Affective	II, VI
B, I	15. Value the sense of well-being associated with achieving positive levels of health-related physical fitness and wellness.	Affective	I, II, VIII, XI
B, D, E, F, G	16. Model equitable and ethical behavior toward self and others.	Affective	II, III, X
G	17. Accept and respect achievement levels of self and others.	Affective	II, III, X
D, G, I	18. Feel confident with his/her motor skill levels when in the presence of others.	Affective	II, III, VI
C, E	19. Appreciate the aesthetics of skilled performance.	Affective	VII, X
D, E, G	20. Through movement, recognize and respect individual similarities and differences of race, religion, gender, origin, age or handicapped condition.	Multicultural	X
D, E, G	21. Through movement, understand and appreciate the influence, heritage and tradition cultures contribute toward enriching one's own life experiences.	Multicultural	X
D, E, F, G	22. Recognize and appreciate gender similarities and differences by demonstrating fairness, equality and respect.	Gender Fair	II, III, X
D, E, H	23. Appreciate and understand movement's role in promoting understanding among global nations, races and cultures.	International/ Global	X, XI
D, E, H	24. Appreciate the contribution world nations, race, and cultures have made to movement.	International/ Global	X, XI
G	25. Know and apply safety procedures related to self and others.	Knowing/Applying/ Integrating	II, III, IX
L	26. Practice care and maintenance of equipment and facilities.	Knowing/Applying/ Integrating	VI, IX
C, L, M	27. Understand and use quality consumer judgment when acquiring related goods and services.	Knowing/Applying/ Integrating	IX

SBE LEARNER GOALS	LEARNER OUTCOMES	DEVELOPMENT AND CONCEPT EMPHASIS	PHYSICAL EDUCATION PROGRAM GOALS
C, L	28. Understand access to and financial support systems for community/recreational resources.	Knowing/Applying/ Integrating	IX
B	29. Demonstrate knowledge of career options in physical education and related fields.	Knowing/Applying	XI
B, M	30. Have knowledge to make career choices in physical education or related fields and select appropriate educational programs for career preparation.	Applying/Integrating	XI

From Model Learner Outcomes To Lesson

The Model Learner Outcomes (MLO's) and the designated Essential Learner Outcomes (ELO's) provide districts with prior identified items that are necessary to include in a comprehensive physical education program.

Districts might identify others that are not mentioned and add them to their curriculum.

Once these are identified, they need to be categorized into the area of study and development and/or concept emphasis. We encourage you to reference them to district goals and physical education goals.

Once the outcomes are identified, it can be determined where they will best be introduced (I), emphasized (E), criteria met (CM), and reinforced (R). Consideration for appropriateness of expectations in relation to developmental theory is important.

When the determination of where the introduction and emphasis has been made, each instructor then develops the specific lesson plan and method of instruction necessary to reach the objective and model learner outcome desired.

Using this format assures and allows for a scope and sequence of continuity and consistency throughout the program.

What happens between the teacher and student is most important. When each teacher knows his or her specific responsibility, the learner moves through a system where every outcome is connected and the total effort is maximized.

To avoid gaps, provide continuity, show connectiveness and assure the final behavior outcomes, all staff must work together. Each must know how, when, what and where they contribute to the education of all learners.

MODEL LEARNER OUTCOMES SCOPE AND SEQUENCE OUTLINE

The sample guide is for identifying and sequencing the Model Learner Outcomes. Districts are encouraged to scope and sequence the Model Learner Outcomes by grade and/or age level.

The sample guide is divided into three categories:

1. **Area of Study** - indicated by roman numerals (i.e., I, II, III, etc.)
2. **Model Learner Outcomes** - indicated by numbers (i.e., 1, 10, 32, etc)
3. **Developmental and Concept Emphasis** - indicated by letters (i.e., A, I, P, MC, IG, etc.)

A balance in all eight areas of study should be considered for a comprehensive physical education program. The outcomes should be introduced (I) at key points in the curriculum and indications when they will be given emphasis (E), have criteria met (CM) and reinforced (R) throughout the curriculum noted.

By sequencing the outcomes, appropriateness of expectations in relation to developmental theory happens along with assuring no oversights or duplications exist in the program.

SAMPLE WORKSHEET FOR SCOPE AND SEQUENCE OF MODEL LEARNER OUTCOMES

AREA OF STUDY	MODEL LEARNER OUTCOMES	DEVELOPMENTAL AND/OR CONCEPT EMPHASIS	9 YRS - 15 YRS MIDDLE SCHOOL													
			EC		Age 3-8 PRIMARY			Age 9-12 INTERMEDIATE				Age 13-15 JR. HIGH		Age 16-18 SR. HIGH		
			EC	K	1	2	3	4	5	6	7	8	9	10	11	12
DANCE	1	P	I	I	E	E	E	CM	CM	R	R					
	3	A, K, MC, P				I	I	E	E	CM	CM	R	R	R		
	4	A, IE, MC					I	I	E	E	E	CM	CM	R	R	
	10	A, P				I			I	E	E	E	CM	R	R	
	13	A				I	E	E	E	E	CM	CM	R	R	R	R

KEY: Sequence of Instruction

I = Introduce

E = Emphasis

CM = Criteria Met

R = Reinforce

AREA OF STUDY	MODEL LEARNER OUTCOMES	DEVELOPMENTAL AND/OR CONCEPT EMPHASIS	9 YRS. - 15 YRS. MIDDLE SCHOOL														
			EC		Age 3-8 PRIMARY			Age 9-12 INTERMEDIATE				Age 13-15 JR. HIGH			Age 16-18 SR. HIGH		
			EC	K	1	2	3	4	5	6	7	8	9	10	11	12	

KEY: Sequence of Instruction

I = Introduce
E = Emphasis
CM = Criteria Met
R = Reinforce

SAMPLE: TIME ALLOCATION CHART

MODEL LEARNER OUTCOME, AREAS OF STUDY IN PHYSICAL EDUCATION

Age and Grade	I. Perceptual Motor Develop.	II. Develop. Move-ment Skills	III. Rhythm and Dance	IV. Health-Related Physical Fitness & Wellness	V. Group/ Team	VI. Individual Dual	VII. Outdoor Education	VIII. Aquatics
			(Integrated Specific Skills, Knowledge and Affective - 9-18 years)					
Early Child-hood-Primary Ages 3-8	20%	35%	25%	20%				
Intermediate Ages 9-12	5%	15%	15%	25%	15%	15%	5%	5%
Junior High Ages 13-15			15%	25%	20%	20%	10%	15%
Senior High Ages 16-18			10%	30%	15%	25%	10%	10%

Enjoyment and Fun ----------110% of Time

The above SAMPLE TIME ALLOCATION CHART among the various areas of study for model learner outcomes indicates the different emphasis for age groups. Note in the ages 3-8 years category the emphasis is quite balanced between the areas of study with the most emphasis on developmental movement skills. The age groups 9-12 , 13-15 and 16-18 years indicate an increase in emphasis on health-related physical fitness and wellness and individual/dual sports and recreation.

NOTE: Specific skills, knowledge and attitudes are integrated into the courses. Each district is encouraged to plot their focus on time allocation so a balance curriculum can be developed to meet the goals of the physical education program and the needs of the learners.

ASSESSMENT

STANDARDS OF PERFORMANCE: THEIR VALUES AND USES

"A Difference is a Difference Only When it Makes a Difference"

Many educators realize that a test in itself is not important—how it is used is all that really counts. Rules and regulations make it clear that evaluations shall not in and of themselves be discriminatory. No benefits occur when an assessment instrument is administered and the results are filed.

Assessment can only be effective when:

- The results are used for remedial purposes, grouping, diagnosis, prescription and to plan overall educational programs for each individual.

- Educators know what each test item measures, what results mean in general and what they mean for specific learners.

- Educators know where each learner started in addition to their progress and present status.

- Results are used as a guide in planning program revisions, as well as planning for class or individual learners on the basis of strengths and weaknesses revealed in the assessment.

- Results are used to motivate and challenge learners to improve their level of performance.

- Knowledge, information and data about each learner's functional ability, developmental level and life style are pooled. Test results cannot and should not be used in isolation.

- Both formal and informal procedures and observations of learners in a variety of situations are used.

- It is realized that the effect of each individual's total experience and outlook can contribute significantly to the test results.

- Educators responsible for the program know and understand the significance of assessment results.

- Educators combine test results and overall knowledge of a learner's physical, mental and emotional condition to understand more fully the cause and effect relationship.

Evaluation of performance, achievement and progress is a part of every relevant physical education program. This process will be only as good as the testing instruments and procedures themselves and ways in which they are used and the results interpreted. Each learner's needs and the benefits from participating in physical education can be evaluated efficiently by an overall assessment approach which includes:

- Informal techniques: Team/staff observation and analysis of performance, review of records
- Formal techniques: Norm referenced, criteria referenced measured
- Developmental measures
- Team/staff observation and analysis
- Individual records
- Surveys and checklists

The assessment effort should "put it all together," realizing that test results alone seldom, if ever, provide complete answers or real understanding of individual strengths, problems, deficiencies and weaknesses. The only real values of testing are to determine strengths and areas that need improvement, and to devise programs, approaches and techniques to help students overcome or cope with identified problems and deficiencies as well as using strengths.

Although selective and judicious use of testing is an integral part of teaching, teaching is more than testing. Use of assessment is for illumination.

Evaluation is a vital component in the process of educating the learner. It is the thermometer which shows how the physical education program is progressing. It is the knowledge which leads to improved physical education programs and lessons. It is motivation for the learner and teacher to improve performance. Evaluation measures the progress of how students are becoming physically educated individuals.

Three types of evaluation are important in physical education:

- **program evaluation**
- **teacher evaluation**
- **student evaluation**

Program evaluation addresses the concerns of philosophy, organization, administration, facilities, equipment, curriculum and community relations. This is the foundation of a successful physical education program. Goals and objectives must be set to meet State of Minnesota Model Learner Outcomes. Regular evaluations and updates improve programs and identify needs.

Program evaluation can be conducted by local curriculum committees, college review groups or state evaluation groups.

Teacher evaluation is recommended to keep improving instruction. It is a sensitive issue to some, but brings positive results for most teachers. Teacher evaluation can be done by administrators, cooperative teachers or outside evaluators. Also effective is the basic self-evaluation of teachers asking questions like the following:

Do I...

...know and understand the physical education philosophy?
...plan and organize units and lessons thoroughly?
...teach with enthusiasm and energy?
...stress positive interaction and respect for self and others?
...teach for maximum learning, participation and fun?
...evaluate student progress carefully?
...strive to grow professionally and personally?
...employ firm, fair and respectful class management techniques?
...meet with and communicate effectively with fellow staff?
...care about the learners and attempt to meet their unique needs?
...teach effective, knowledgeable lessons?

Student evaluation measures progress of students toward the objectives of the physical education program. Evaluation must be conducted regularly and carefully. Conveying results of tests in physical education is more complex than in other disciplines. One type of evaluation rewards those who are physically well coordinated and athletic, but punishes those with less ability but who give an all-out effort. Other evaluations reward the well-mannered, ambitious student with greater improvement. What is the goal? There are inequities in giving a grade on any one factor. Grades should measure progress and show areas where improvement is needed. Grades should be informative and motivational.

Common and Professionally Accepted Units of Study in Physical Education

Questions are often asked, like is this unit of study acceptable or common practice in physical education? Is it an appropriate unit of study? Does it fit the criteria of acceptability of the profession?

This is often a difficult question to answer because changes in our profession and new activities and equipment are commonly added to our repertoire. Nevertheless, it is important to mention most of the more common units of study that are currently present in many physical education programs.

This guide may assist you in considering some activities that you may not offer or support those you now include. Because an activity might be offered currently and is not on this list does not mean it isn't prudent or acceptable as a meaningful and important unit to your curriculum. It is just that we failed to include it or it is so new it did not make this document at the time of writing.

RECOMMENDED UNITS OF STUDY IN PHYSICAL EDUCATION

There are a hundred and one units or activities that could be provided in a physical education curriculum. Because of precious time, definitive goals, and faculty and staffing constraints, it is sometimes a difficult decision to decide which are possible or preferable to include in a district's program.

The following list provides some guideline to the question of what and to what degree should various strands and units be incorporated into the curriculum.

Perceptual Motor Development

Students will perform at a mature level in these areas:

- Agility
- Auditory Response
- Balance
- Body Awareness
- Fine Motor
- Fundamental Movements
- General Coordination
- Gross Motor
- Kinesthetics
- Mobility
- Spatial Orientation
- Tactile Dynamics
- Visual Dynamics
- Other

Developmental Movement Skills

Object Manipulation:

- Eye-Hand Coordination
  - -Focus Eyes
  - -Track Moving Objects
  - -Reach
  - -Touch
  - -Grasp
  - -Release
  - -Dribble
  - -Drop
  - -Roll
  - -Strike
  - -Toss
  - -Throw
  - -Bounce

Developmental Movement Skills (Cont'd)

-Trap
-Catch
-Juggle
-Other

•Eye-Foot Coordination
-Dribble
-Kick
-Trap
-Punt
-Other

•General Body Control of Objects
-Balance Objects
-Pull
-Push
-Propel With Arms and/or Legs
-Pedal and/or Steer
-Rock
-Bounce
-Other

•Locomotor
- Creep
- Crawl
- Climb
- Slide
- Swing
- Skip
- Skate
- Hop
- Jump
- Leap
- Run
- Gallop
-Walk
-Other

•Non-Locomotive Skills
-Bend
-Dynamic Balance
-Static Balance
-Stretch
-Sway
-Twist
-Turn
-Other

Rhythm and Dance

Students should have movement experiences and competence from a wide variety of rhythm and at least four (4) specific dance units.

- Movement
- Rhythms
    - •body
    - •manipulative
- Creative Dance
- Circle/Line Dance
- Folk Dance
- Square Dance
- Social/Ballroom Dance
- Tap Dance
- Contemporary Dance
- Creative/Modern Dance
- Ballet
- Other

Health Related Physical Fitness and Wellness

Students will perform at a minimum of 50th percentile on appropriate assessment instruments in this area.

—Classroom knowledge on:

- •Health-Related Fitness components
    a. Cardiovascular Endurance
    b. Muscle Strength
    c. Muscle Endurance
    d. Flexibility
    e. Body Composition

- •Wellness components
    a. Mental, Emotional Health
    b. Nutrition
    c. Stress Reduction and Relaxation
    d. Sleep and Rest Practices
    e. Injury Prevention and Care
    f. Personal Hygiene
    g. Medicine, Drugs, Tobacco and Alcohol
    h. Personal Physical Activity Program

Health Related Physical Fitness and Wellness (Cont'd)

- Activities
  - -Aerobics
  - -Bicycling
  - -Dance
  - -Hiking
  - -Jogging
  - -Rope Jumping
  - -Running
  - -Swimming
  - -Triathalon
  - -Walking
  - -Weight Lifting
  - -Strength Training
  - -Cross Country Skiing
  - -Other

Group Activities, Team Sports and Recreational Activities

Students should demonstrate competence in at least five (5) of the following units:

- Baseball
- Basketball
- Broomball
- Curling
- Field Hockey
- Floor Hockey
- Football (flag or touch)
- Ice Hockey
- New Games
- Outdoor Winter Games
- Soccer
- Softball (slow or fast pitch)
- Speedway
- Speedball
- Team Handball
- Volleyball
- Water Polo
- Other

Individual/Dual Sports and Recreational Activities

Students should demonstrate competence in a minimum of seven (7) of the following lifetime activity units:

- Aerial Tennis
- Aerobics
- Archery
- Badminton
- Bicycling
- Bocce Ball
- Bowling
- Croquet
- Darts
- Deck Tennis
- Fencing
- Floor Tennis
- Frisbee
- Footbag
- Golf
- Gymnastics
- Handball
- Horseshoes
- Ice Skating
- Jogging
- Juggling
- Paddle Tennis
- Platform Tennis
- Racquet Ball
- Recreational Games
- Roller Skating
- Rope Jumping
- Running
- Self-Defense
- Shooting Sports (air, trap, skeet)
- Shuffleboard
- Skateboarding
- Skiing (downhill or cross country)
- Table Tennis
- Tennis
- Track and Field
- Triathalon
- Weight Training
- Wrestling
- Other

Outdoor Education

Students should demonstrate competence in at least five (5) of the following lifetime units:

- Field Archery
- Backpacking
- Bicycling (touring, mountain)
- Camping
- Canoeing
- Cross-Country Skiing
- Fishing
- Hiking
- Maps and Compass
- Orienteering
- Rock Climbing
- Rope Skills
- Shooting Sports (target, trap, skeet, black powder)
- Skin and Scuba Diving
- Snow Caving and/or Climbing
- Snowshoeing
- Water Craft (sailing, rowing, kayak, wind surfing)
- Other

Aquatics

Students should demonstrate competence in at least the beginning/advanced stages of this area of study:

- Beginning/Advanced Beginner:
  - Drown proofing
  - Demonstrate a stroke both on the front and the back
  - Basic Water Safety Skills
  - Use of Personal Flotation Device
  - Standing Front Dive
  - Survival Floating

- Intermediate/Swimmers:
  - Running Front Dive
  - Front Crawl
  - Elementary Backstroke
  - Sidestroke
  - Back Crawl
  - Breast Stroke
  - Basic Rescue and Water Safety Skills
  - Feet First Surface Dive

Aquatics (Cont'd)

- Swimmer/Advanced:
  - Sidestroke
  - Breaststroke
  - Back Crawl
  - Front Crawl
  - Advanced Lifesaving Rescue Skills
  - Cardiopulmonary Resuscitation

- Diving:
  - Front
  - Back
  - Inward
  - Reverse
  - Half Twist
  - Surface

- Water Games:
  - Water Polo
  - Water Basketball
  - Water Volleyball
  - Other

- Aquatic Fitness
  - Water Aerobics
  - Lap Swimming
  - Other

DELIVERY OF INSTRUCTION

Diverse, So All Students Can Participate and Benefit

All students are guaranteed the opportunity to participate in physical education classes regardless of their physical, mental or emotional abilities. It is a right they have and it is our responsibility as educators to assure that it happens.

Because the physical environment and instructional strategies may differ somewhat in the physical education setting, it is important that we structure the delivery system appropriately.

The **mission, philosophy, goals and outcomes of the program are the same for all students.** It is the entry point, progression of movement through the system, appropriateness of the content, modifications and adaptations of the materials, equipment, rules, methods, scheduling and attitudes that must be considered.

Our hope is that adjustments will be made in the delivery system so every student will fully benefit from our instruction.